

THE BULLETIN

NOVEMBER 7, 1994 ~ 48TH YEAR ~ NUMBER 7

NOBEL LAUREATES ATTRACT CROWDS

BY ALFRED HOLDEN

THE SIGN SCRAWLED ON A scrap of paper taped to the door of Convocation Hall read, "This building is full. There are no seats left! Please do not pound on the door. You will not get in." It seemed to prove an important point: the public loves science.

But how seriously do we take the love affair? A few hours before Nobel Prize laureates spoke to standing-room-only audiences at the hall, several questioned whether society is putting its money where its heart seems to be. Or whether it adequately weighs the consequences of science.

In an interview laureate Dudley Herschbach contrasted soaring public interest in science and technology with inadequate funding for many universities in the western world. "You're right to call it a paradox and it's very puzzling to me," said the Harvard University professor who shared the 1986 Nobel Prize in chemistry with U of T professor John Polanyi and Juan Lee of the University of California at Berkeley.

Herschbach was one of 11 Nobel Prize-winning scientists who came to U of T Nov. 3 and 4 to celebrate the inauguration of the John C. Polanyi Chair in Chemistry. Nine of the laureates delivered lectures; all participated in a news conference at Simcoe Hall on Thursday.

"When I was a kid growing up in California, the public valued nothing



University Professor John Polanyi, standing centre, is surrounded by fellow Nobel laureates. Seated left: Gerhard Herzberg, George Porter, James Watson, Ilya Prigogine; standing: Max Perutz, Michael Smith, Dudley Herschbach, Bertram Brockhouse, Polanyi, Christian de Duve, Charles Townes, Henry Kendall.

so greatly as education," Herschbach said at the news conference. "Under the University of California system, any resident could count on their kids going to college. The legislature every year voted more money than the university asked for." That's no longer the case and, as a result, the mass of educated humanity is not as broad or diverse as it should be, he suggested.

Michael Smith, winner of the

1993 Nobel Prize in chemistry and director of the biotechnology laboratory at UBC, Polanyi, Gerhard Herzberg and 1994 Nobel winner and U of T alumnus Bertram Brockhouse comprised the four Canadian scientists who participated in the celebrations. Others came from Belgium, the US and Britain. Looking up and down the head table, Polanyi noted that "95 percent of the discoveries that were made [by

the laureates] were made in universities." But he voiced concern about the declining government support for universities. Polanyi called U of T "broke," saying that it is able to pursue its mission only through creative and adept management.

Henry Kendall, a professor at the Massachusetts Institute of Technology and co-winner of the

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Science Matters

SCIENCE MUST BE BETTER understood and scientists must try harder to explain what it is they do, University Professor John Polanyi told 540 guests at the dinner for Nobel laureates Nov. 3 at the Four Seasons Hotel. Polanyi told a story about a test designed to determine whether computers can think. A panel of judges interrogated seven computers and seven computer scientists, hidden from view in the next room. "Happily, not one of the computers persuaded the judges that it was human. But quite unintentionally five of the computer scientists misled the judges into thinking they were computers," he quipped.

The problem of demonstrating the usefulness of science is not new, Polanyi noted, referring to Charles II of England. "He founded the world's first professional association of scientists, the Royal Society of London, and then proceeded to castigate its members for lack of concern about problems that mattered."

"He was a modest man who did not claim to know much about science but he knew what he liked and it wasn't what the Royal Society was doing. These gentlemen," he observed, correctly, "spend their days debating nothing." They were at the time

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INSIDE

Natural planning

BRINDALE COLLEGE HAS A NEW campus plan that leaves the greenery untouched. Pages 8, 9



Debunking

E-MAIL ADDICTION MAY NOT BE such a terrible thing. Forum Page 16

Equity issues

MEMBERS OF THE EQUITY ISSUES Advisory Group submit their reports. Pages 51-52

U of T, OISE Reach Tentative Agreement

BY SUZANNE SOTO

AFTER MONTHS OF BARGAINING, and following intense negotiating sessions last week, U of T and the Ontario Institute for Studies in Education have a tentative merger agreement.

Details of the pact were not available at press time because the provincial government has yet to approve all of the terms in the deal. The agreement also must be ratified by the governing bodies of OISE and U of T. Officials from the University and OISE said the merger will benefit both institutions. The new education faculty will be known as the Ontario Institute for Studies in Education at the University of Toronto and will be in operation by July 1, 1996.

"This is a very good agreement, respectful of both OISE's and U of T's interests and consistent with achieving our shared academic goals," President Robert Prichard said Friday afternoon. "It addresses academic issues, financial issues, human resource issues and all other shared concerns



Michael Fullan

between OISE and the University."

The agreement, he added, will allow the institutions to strengthen and advance their work in education while reducing overall costs. The government has agreed to provide a stable funding base to ensure the success of the integration.

Dean Michael Fullan of the Faculty of Education said he felt very positive about the outcome of the talks. "We think this will represent a lot of new opportunities for our faculty, staff and students," Fullan said. "It will be complex and take much work to forge the

two institutions into one but we really feel that the connection of teacher-education and graduate work is essential and we can't do that as long as we are separated."

Professor Arthur Kruger, director of the institute, and Angela Hildyard, OISE's chief negotiator at the talks, were equally hopeful.

"I think this is a good compromise between the positions of the two parties," Kruger said. "I honestly believe that five years from now all of us involved in this are going to look back and say it was a good thing." Hildyard added that her team believes the proposed agreement is in the best interests of OISE and will lead to the enhancement of education in Ontario.

Prichard noted that the assistance and leadership provided by government-appointed mediator Professor John Strubbs, president of Simon Fraser University, was crucial to the success of the talks. "He created an atmosphere within which we were all able to engage the challenge of integration in the most constructive and positive way."

The provincial government asked

the two institutions in February to consider merging to improve programs and lower costs.

We're Tops

U OF T IS RANKED NUMBER ONE in Canadian universities in the medical/doctoral category, according to *Maclean's* newsmagazine.

The rankings, which place U of T at the top for the first time, are included in the Nov. 7 issue. *Maclean's* has published a special universities issue with rankings for four years. Following U of T are Queen's and then McGill, winner for the past three years.

In the comprehensive category Waterloo and Victoria tied for top spot, narrowly edging Simon Fraser, last year's winner. In the primarily undergraduate category Mount Allison placed first for the third year in a row, followed by Trent and Acadia.

More than 20 performance indicators were used in six broad categories — student body, classes, faculty, finances, library and reputation. Of all universities U of T had the most first-place finishes — nine.

AWARDS & HONOURS

Three receive honorary degrees

THREE U OF T FACULTY MEMBERS RECEIVED HONORARY degrees from other universities during fall convocation ceremonies. University Professor Emerita Ursula Franklin of the Department of Metallurgy & Materials Science was given a doctor of science from the University of Western Ontario Oct. 20. She was recognized for her scientific scholarship and her work on issues affecting women. Professor Emerita Blossom Wigdor of the Department of Psychology and the Centre for Studies of Aging received a doctor of science from the University of Guelph Oct. 7. She played a leading role in establishing the field of gerontology in Canada. Professor Anastasio Ventsanopoulos of the Department of Electrical & Computer Engineering was awarded a doctorate in engineering by the National Technical University of Athens Oct. 21. He was cited for his work in telecommunications and digital signal image processing.



Suicide prevention recognized

PROFESSOR ISAAC SAKINOFKY OF THE DEPARTMENT OF Psychiatry has won the 1994 Doug Lear Memorial Award from the Council on Suicide Prevention. The annual award recognizes outstanding contributions to the understanding and prevention of suicide. Sakinofsky has studied suicide for many years, founded a pioneering suicide prevention program at McMaster University and treats suicidal people in his practice. Among his current research projects is one using data from the

Ontario Health Survey & Mental Health Supplement database to identify risk factors that lead to suicidal behaviour. Sakinofsky also heads the Suicide Studies Program and the High Risk Consultation Clinic at the Clarke Institute of Psychiatry.

Astington book receives award

PROFESSOR JANET WILDE ASTINGTON OF THE INSTITUTE OF Child Study has received the Delta Kappa Gamma Society International Educator's Award for her book *The Child's Discovery of the Mind* (Harvard University Press, 1993). The \$2,000 award recognizes outstanding research and writing by female authors whose books may influence the direction of thought and action necessary to meet the current needs of society. The book will also be published in Great Britain, Japan and Germany.

IN BRIEF



Union holds membership vote

THE CANADIAN UNION OF EDUCATIONAL WORKERS, LOCAL 22, WHICH represents about 3,000 teaching assistants at U of T, will hold a referendum Nov. 14-18 on whether or not to join the Canadian Union of Public Employees. Ballot boxes will set up on all three campuses; only signed CUEW members are eligible to vote. In a Nov. 2 news release the local encourages members to support the merger with CUEPE, Canada's largest union. It supports abandoning parent union CUEW National due to fiscal mismanagement. The national body is about \$280,000 in debt and recently increased membership dues to cover the losses.

Take your kids to work

EVERY YEAR IT SEEMS THE STUDENTS ARE YOUNGER THAN EVER. But on Nov. 30 this actually will be true. U of T employees are encouraged to bring a grade nine student to work that day as part of the Take Our Kids to Work program. The youngsters can be family, relatives or friends. If you don't know a grade nine student but would like to sponsor one, please fax your name, department, address and telephone number to Peter O'Brien, manager of community relations, at 978-3958 by Nov. 9. About 65,000 grade nine students from the Greater Toronto Area are expected to participate in the initiative at U of T and hundreds of other businesses and organizations. The program is sponsored by the Metropolitan Toronto Learning Partnership, a not-for-profit organization of executives, educators and community leaders committed to creating challenging learning and career opportunities for young people.

United Way campaign doing well

U OF T'S UNITED WAY CAMPAIGN IS DOING MUCH BETTER THAN last year at this time, organizers say. Canvasers have collected about a third of the 1994 fundraising goal of \$600,000. Campaign co-chair Janice Oliver, assistant vice-president (operations and services), said the campaign has generated much excitement on campus with groups holding bake sales, raffles, volleyball games and other activities. "The economy may be better this year but there is still a tremendous amount of people out there who need assistance," she noted.

Athletics hires marketing director

THE DEPARTMENT OF ATHLETICS & RECREATION HAS A NEW marketing director. Juri Bilyk joined U of T Nov. 1 on a two-year secondment from the Ontario Ministry of Economic Development & Trade where he worked as a senior adviser (public affairs). He will manage all of the department's marketing strategies including the promotion of corporate sponsorships, athletic memberships, publicity and publications. A graduate of Carleton University, Bilyk has more than 20 years' experience in communications and public relations in the public and private sectors.

Nobel Laureates Attract Crowds

- Continued from Page 1 -

1990 Nobel Prize in physics, said a greater commitment to education is required not just to create scientists but also to enable the public to comprehend science's consequences better. Science and technology "have become a life support system for modern industrial society and it's absolutely urgent that people have some understanding of the powers and limitations of this science. Technologies are very powerful and people have to control them through the democratic process. Otherwise we will do radical damage to ourselves."

He pointed to the collapse of the

fisheries as a case in point. "That [collapse] was only brought about by the power of technology to destroy fish on a large scale. These things have to be understood and managed much better before irreversible damage is done. And this is the role of a general education that all citizens should participate in."

The dean of the Nobel laureates was National Research Council physicist Gerhard Herzberg, one of Canada's most distinguished scientists. Herzberg, who won the Nobel Prize in chemistry in 1921 and will be 90 years old on Dec. 25, offered the philosophy drawn from the Latin inscription found on the gold medal that Nobel Prize winners

receive in Stockholm.

He said the words translate, roughly, into "It is wonderful to see life enriched by the invention of the ox." Herzberg said he presumed this refers to the benefits of being resourceful. "I assume that the ox includes science. And I find this is one of the important points to realize, particularly for the public — that science is very useful to many people."

But it is definitely not the main reason to study science, Herzberg emphasized. "It produces wealth as many people say. But the real reason why scientists do science," he said, "is their urge to increase our knowledge of nature and all other things."

Science

- Continued from Page 1 -

discussing vacuum, which, since it is the science of empty space, bears, as is so often the case with new ideas, the hallmarks of frivolity. Vacuum Science, as it came to be called, provided the understanding for the construction of barometers, pumps, hot-air balloons, steam-engines, light bulbs, vacuum tubes, thermos flasks, dried foods, neon signs and a myriad similar delights.

"Charles' ghostly presence can be felt today, mocking the mathematicians who study fractals," Polanyi continued. "Their aim is to discover the mathematical equation for a leaf. Since this will come too late to be of value to God, they are being asked what earthly use it can be. Amazingly, the answer is already at hand. These equations for irregular forms are providing the basis for a new industry that transmits complex messages at low cost. But the answer to the question of utility came, once again, only after the discovery was made, since it was only then that the question could be meaningfully posed."

Autographed Copies



As part of its 80th anniversary celebrations, the Faculty of Social Work held its first-ever author's reception Oct. 21 at 246 Bloor St. W. Seventeen authors were on hand to sign copies of their books. Professor Allan Irving spoke about the faculty's pioneering efforts in social welfare scholarship and its current mission. Other activities included a gala 80th anniversary dinner at the university's house Oct. 22.

UNIVERSITY OF TORONTO

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Clarification

PROFESSOR DOREEN KIMURA of psychology at the University of Western Ontario founded the Society for Academic Freedom & Scholarship three years ago. Professor John Furedy of psychology at U of T became the society's president two years ago.

'ERE'S TO U OF T



The petting zoo on front campus, part of the Faculty of Education's children's fair, was a big draw with the little ones on U of T Day Oct. 22. The rain held off during the University's annual open house and record crowds took advantage of all the things to see and do.

Writer, Editor, Scholars Are Honorary Graduands

AN EXPATRIATE CANADIAN author, two prominent scholars and a U of T Press editor will receive honorary degrees at fall convocation. They will be joined by about 2,600 graduating students who will be awarded degrees, diplomas or certificates during four days of ceremonies starting Nov. 21.

Montreal-born Mavis Gallant, whose works include *Home Truths*, a collection of Canadian short stories that won a Governor-General's Literary Award in 1981, will receive a doctor of letters Nov. 21. Gallant has lived mainly in Paris since 1950 but returned to Canada to be writer-in-residence at U of T in 1983-84. She has published more than 100 stories, most of which first appeared in *The New Yorker*. In 1981 she was appointed an officer of the Order of Canada.

An influential British statistician, Sir David Cox will be awarded an honorary doctor of science Nov. 22. His contributions to the discipline of statistics have been extraordinarily broad and many of his research papers have initiated research programs in various fields. In 1972 he published what is now called "Cox's regression model" which is the second most cited statistical paper in modern scientific literature. It revolutionized the theory and practice of statistical methods in medical research. For this he was awarded the General Motors Kettering Prize in cancer research in 1990.

Professor Emerita Frances Halpenny of the Faculty of Information Studies has had a long

association with the U of T Press. She began her association in 1941, headed UTP's editorial department from 1957 to 1969 and was general editor of the *Dictionary of Canadian Biography* (a UTP-Presses de Laval project) until 1988. She served as dean of the Faculty of Library Science for six years in the mid-70s and was appointed to the National Library Advisory Board in 1977. Halpenny has received honorary degrees from eight universities and is a companion of the Order of Canada. She will receive a doctor of laws Nov. 23.

The fourth honorary degree will be awarded to Sir Isaiah Berlin, a University of Oxford professor. He is a leading figure in the area of modern political theory and his work *Two Concepts of Liberty* is widely used in university courses dealing with questions of political freedom. Berlin has received honorary degrees from at least 19 universities. He will receive a doctor of laws Nov. 24.

Peter Leeney, director of U of T's Office of Statistics, Records & Convocation, said the number of graduates this fall will likely be the largest in 10 years. He estimated that about one in four students now graduate in the fall. "I think people have been getting out of the regular mould of going for four years and graduating in June of the fourth year. They tend to spread out their courses a bit more." A shift in enrolment to more graduate students has also given fall convocation numbers a boost, he said.

U of T Has Clear Message: Leave Formula as Is

BY SUZANNE SOTO

THE SYSTEM IS WORKING WELL so leave it alone.

This is U of T's chief message to the Ontario Council on University Affairs on its plans to change the way universities are funded in Ontario.

The University's 42-page response to the OCUA's discussion paper *Sustaining Quality in Changing Times—Funding Ontario Universities* was completed last week and will be presented formally to the council at a hearing Nov. 8 in Toronto.

In addition to the administration, the faculty and staff associations and various student groups are scheduled to make presentations. Tomorrow's hearing is the last in a series that began Sept. 27 in North Bay. OCUA is expected to make its recommendations to education minister Dave Cooke by the end of December.

The administration suggests minor changes to the funding formula, but only because the council insists changes are needed, it says. Otherwise it makes the case for maintaining the current system, keeping universities autonomous and distinctive in their roles and missions and highlights U of T's accomplishments.

"There is a very definite message here," said Dan Lang, vice-provost (planning and budget), who drafted the reply after broad consultation with the campus community. "This brief deals with the issues head-on and really takes a stand as far as



Dan Lang

U of T is concerned."

OCUA's paper, released in August, sets the funding formula is outdated. The government gives universities about \$2 billion a year in operating grants based on the average number of students they have and the academic value assigned to the programs they are enrolled in. A new method, the paper says, should allow more students to enter university, it should focus more on teaching than research and it should increase universities' financial and academic accountability to the public.

To achieve these goals the council proposes three alternatives. Two call for changes to make the existing formula more "flexible and effective." The third suggests an entirely new system in which government would buy "services" from universities such as teaching and research.

U of T's reply states that while the current formula is not perfect, it already accomplishes all of OCUA's

desired goals and is superior to the proposed alternatives. "Its strengths far outweigh its weaknesses," the document says. It promotes accessibility, balance among functions, equity, simplicity and policy flexibility. More important, however, the formula provides Ontario universities with stability, allowing them to plan for the future, make changes and improve the quality of their offerings.

OCUA's contention that a formula revision would make universities focus more on teaching than research is "very unrealistic," the University's paper continues. The two functions are "deeply interdependent" and cannot be separated without damaging both. The council is also wrong in assuming changes are needed to make universities more accountable. The existing formula has accountability measures built into it while "each university must take responsibility for its decisions with respect to the allocation of its grant" each year.

U of T, the reply notes, has also accomplished much of what OCUA proposes and continues to do so, for example, its recent university-wide planning exercise. It has also secured more research funds, produced more Rhodes scholars and Royal Society fellows, received more awards for its faculty and graduated more undergraduate and graduate students than any other university in Ontario and, in some cases, Canada. "The province of Ontario has every reason to be proud of the university that has been built at Toronto," it says.

HIV, Women Focus of Lectures

BY SUZANNE SOTO

DO YOU KNOW ANY WOMEN who have tested positive for the human immunodeficiency virus?

Most of us do but are unaware of it, says a U of T graduate and former lawyer in her 40s who discovered she had been infected by her husband.

"There are many women in our society with this disease," the woman told an audience attending an Oct. 31 lecture on HIV/AIDS and Women at the Earth Sciences Centre. (Her name and one other are being withheld to protect their privacy.) "Women with HIV are the fastest growing group in both Ontario and Canada."

Most people do not know others who are infected, she noted, because fear of death combined with societal prejudice has created a conspiracy of silence between infected women and those around them. Those with HIV do not talk about it; the rest of society acts as if women are not dying from AIDS.

"We have an agreement not to tell you about this disease," she conceded. "Why? Because if we decide to share this information, we will lose." Gone will be the jobs that keep these women active and self-sufficient.

Friends and family members will find reasons to stay away; neighbours and acquaintances will prevent their youngsters from playing with the children of infected women.

Organized by the Toronto support group VOICES of Positive Women and 10 U of T departments, including Occupational Therapy and Family & Community Medicine, the panel discussion launched a public series on women and HIV/AIDS. Lectures dealing with such issues as psycho-social concerns and multicultural aspects of HIV/AIDS are being held every Monday this month starting today at 4:30 p.m. in the Earth Sciences Centre auditorium. The Oct. 31 discussion outlined the experiences of three women who are HIV positive.

One, a victim of prolonged childhood sexual abuse, found out she had HIV through a routine test for sexually transmitted diseases. She was tested last year when her relationship with her boyfriend began to turn serious. She did not specifically ask for the HIV test because, she said, "I didn't know what HIV was ... AIDS didn't mean anything to me." An urgent message left on her answering machine a few weeks later

asked her to contact the clinic.

"They told me I was HIV positive and at that moment, I fell apart. My first thought was I'm 24 years old and I am going to die. But the good news is, it got better from there."

Regular contact with an HIV care clinic, referrals to medical practitioners — such as dentists and optometrists — willing to treat her and participation in support groups have helped. "Just knowing that there are women with HIV living healthy lives and that I am not alone has made a real difference."

Darien Taylor, a longtime AIDS activist, co-founded VOICES and is employed as the HIV/hospital community coordinator for Women's College Hospital and the Toronto People With AIDS Foundation. She said that many women in the HIV/AIDS community are torn about disclosing their illness to former and future sexual partners. While some contact former partners, others believe this is an invasion of their own privacy.

Other women believe that informing future sexual partners makes them more vulnerable to a loss of confidentiality and, in many cases, at risk of abuse and even violence.

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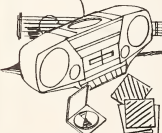
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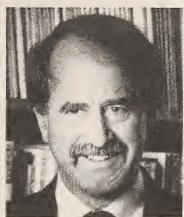
Administration Reorganizes— Vice-Presidents Down to Four

U OF T HAS REDUCED THE number of its senior administrators — there are now four vice-presidents instead of six.

On Oct. 20 Governing Council approved the changes and new appointments, effective immediately.

The reorganization, says President Robert Prichard in an Oct. 28 memorandum to Council and senior administrators, will give the University "a leaner, simpler and more effective central administration while taking full advantage of the strengths and abilities of our current senior personnel." The changes include the elimination of two vice-presidential positions — business affairs and computing and communications.

Professor Michael Finlayson becomes vice-president (human resources and administration). He will



Michael Finlayson

oversee operations and services, the Rethinking Administration portfolio and administrative computing. His term runs to Dec. 31, 1997.

Responsibility for the University's budget and academic computing has been allocated to the provost's

office. Dan Lang has been named vice-provost (planning and budget), a title he will hold in addition to assistant vice-president (planning). He will be responsible for planning matters outside the provost's portfolio and for relations with the Ministry of Education & Training. Vice-Provost Derek McCommond will oversee academic computing.

Robert White, the former assistant vice-president (finance), has been named chief financial officer. The new finance portfolio will include the treasurer's and comptroller's offices, purchasing and insurance and risk management departments. White will report directly to the president and be responsible for monitoring and reporting financial activities and managing U of T's assets and investments.

U of T Researchers May Head New Federal Centres of Excellence

TWO PROJECTS LED BY U OF T researchers are contenders for new national networks of centres of excellence; if selected, they could receive millions of dollars in funding.

The Natural Sciences & Engineering Research Council has invited the two groups to formally apply for funding at this stage in its competition. The council has \$48 million to invest in up to five new networks. Final selection and funding allocation is expected in the spring.

The proposals are for an Engineered Biomaterials: Biomolecular Materials & Devices centre, led by Professor John Davies of the Centre for Biomaterials and the Faculty of Dentistry; and a Network for Research on International Competitiveness, Trade &

Sustainability, led by Professors Alan Rugman of the Faculty of Management and Len Waverman, director of the Centre for International Studies.

The bids, said Peter Munsche, assistant vice-president (research services and technology transfer), are among 15 national projects that will submit funding proposals by the Jan. 13 deadline. The 15 were chosen from a total of 65 groups that sought funding in the initial stage of the competition in September. The new networks will focus on the following areas: advanced technologies (materials, software engineering); environment; health research; technology-based learning; and trade, competitiveness and sustainability.

"This is a fairly strenuous com-

petition and to have made it to this stage is a significant accomplishment," Munsche said.

The Davies proposal in the advanced technologies category is competing with groups from Ontario and Manitoba while the Rugman/Waverman bid in trade and competitiveness is up against one other bidder from BC. Munsche noted, however, that although the project leaders are based at U of T, the two proposals involve many people from other universities. By the same token proposals from other groups have U of T professors as possible participants. "These are really national networks and it's likely that the proposals that are eventually chosen will have someone from U of T involved."

CANADIAN HONOUR



President Robert Prichard shakes hands with Governor-General Ray Hnatyyn during his investiture to the Order of Canada Oct. 19 at Rideau Hall. Prichard, who was honoured for his legal scholarship and leadership, was named an officer of the order, the second highest rank after companion. Professor Emerita Marguerite Hill of the Department of Medicine was also inducted for her years of dedicated service to her profession. The honour recognizes an individual's lifetime of accomplishment and service to community.

Information Bank Available Campus-Wide

FROM COURSE OFFERINGS TO final exams and even job openings on campus — all you ever wanted to know about U of T but were too busy to stop by and ask is now available through your personal home computer.

Robarts Library has installed a campus-wide information bank that can be easily accessed with a modem through the telephone lines. Peter Clinton, the library's director of information technology services, said the information bank contains "an incredible range of files and news about the University."

Among its many items the system has course lists and University calendars; texts of scholarly journals; news on research advances and other University activities; a comprehensive listing of academic, artistic and athletic campus events; and UTCat, the library's catalogue, as well as the Wilson Periodical Index. The service will soon also offer information from the Department of Public Affairs such as media releases and research highlights as well as the text of *The Bulletin*.

Clinton said the cost of offering the service, available since the spring,

has been negligible. Most units of the University have provided the library with information already formatted on disks and all the library has had to do is feed into the system.

The service, he added, has become extremely popular. In early September Clinton's unit kept track of use during an 18-hour period. It found that nearly 7,000 files had been retrieved from the system. About 50 percent of the requests were for academic information; 22 percent, for items contained in the library; the remainder, for among other things information on campus services, grant programs and other funding opportunities.

Chantal Payette, the campus information coordinator, said there are a couple of ways of accessing the service. Those with home computers can dial in according to their modem speed. The number for people with 300 and 1200 baud is 978-3959; 2400 baud, 978-7239; and 9600 baud, 978-7220. Prospective users can also use Telnor or Gopher. Detailed information and instructions are available from information technology services at 978-5555.

IN MEMORIAM

Jones Helped Found Environment Institute

PROFESSOR EMERITUS PHILIP Jones of the Departments of Civil Engineering and Microbiology died of cancer Sept. 22 in Queensland, Australia, at the age of 63.

Jones was a driving force behind the creation in 1971 of what later became the Institute for Environmental Studies. According to Tom Davey, a former colleague and the publisher of *Environmental Science & Engineering*, Jones took courageous steps to alert society to environmental hazards "long before the word environmentalist became part of the popular lexicon." His warning linking detergent phosphates with eutrophication of waterways was first published in an article in 1968. It generated reaction across North America and subsequently Jones was invited to testify at a US



Philip Jones

congressional hearing into eutrophication.

His outspoken views, Davey said, were probably the motivating force behind amendments to the Canada Water Act which later restricted the amount of phosphates

in laundry detergents. He was also active in organizing symposia on PCB destruction using cement kiln technology in Canada and Australia.

International affairs always interested Jones. He arranged World Health Organization symposia in Italy and Poland and lectures in various cities in China. He also helped establish a new Pacific Basin consortium on hazardous waste research in Honolulu.

Jones was born in Wales. He received his BASc at U of T in 1958 and his PhD at Northwestern University in Evanston, Illinois, in 1965. Four years ago he moved to Australia to found the School of Environmental Engineering at Griffith University near Brisbane.

A fund in his memory has been established at civil engineering.

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Dean, Faculty of Arts and Science
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Alexandra Beckett, M.D.
Director, HIV Psychiatry Service
Beth Israel Hospital, Boston, MA |
| November 14 | Clinical Manifestations
Howard Minkoff, M.D.
Director, Maternal-Fetal Medicine
SUNY Health Science Center, Brooklyn, NY |
| November 21 | Epidemiology
Catherine Hankins, M.D., F.R.C.P.C.
Centre for AIDS Studies, Montreal, Quebec |
| November 28 | Multicultural Aspects
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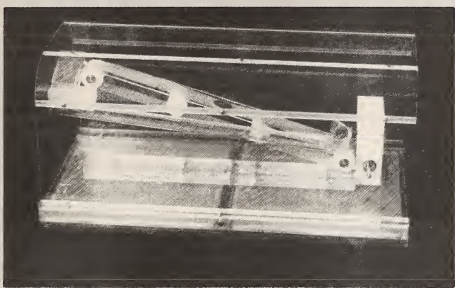
BITS & PIECES

A regular sampling of what's been said and seen on campus

EDITED BY KARINA DAHLIN 978-8023

CHEMICAL PROCESSES, CLUBS AND POETRY

CONVERSATION STARTER



This machine recycles money. Powered by solar energy, it carries dimes up a conveyor belt where the coins roll down a slot, ready for another round. The apparatus was built by Peter Kremer, a technologist in the Department of Electrical & Computer Engineering, and presented to Professor Adel Sedra when he was appointed provost in 1993. Members of Sedra's department thought that as provost, having to discuss difficult budget cuts with academic leaders, Sedra would have more use for a currency conveyor than a popular microelectronic circuit — a current conveyor — he invented some 25 years ago.

NOBEL WINNER TAKES EDITORIAL LICENCE

On Nov. 3 and 4 U of T played host to a gathering of 12 Nobel Prize winners, assembled for the inauguration of the John C. Polanyi Chair in chemistry. Nine of the guests delivered public lectures at Convocation Hall including Max F. Perutz, the 1962 co-winner of the Nobel Prize in chemistry, a native of Austria and a member of the Medical Research Council in Cambridge, UK. His lecture was entitled *Living Molecules*.

I have often wondered whether my life's work [On the structure and mechanism of this [haemoglobin] molecule would ever benefit medicine. Recently my Cambridge colleague Kiyoshi Nagai has used the structure to design a genetically modified haemoglobin which is now undergoing clinical trial as a substitute for transfused blood. You will have read or seen news of several other genetically engineered proteins which promise to be of benefit to medicine, but I believe that the greatest benefits will come from the combination of recombinant DNA technology and immunology. It looks as though this will lead to new therapies for several cancers and open the way to the first effective treatments of autoimmune diseases such as rheumatoid arthritis and disseminated sclerosis.

Recombinant DNA technology promises a great future for those willing to grasp it. May I in conclusion read you the final paragraphs of a lecture given by the great naturalist T.H. Huxley in London 135 years ago.

"To those who watch the signs of the times, it seems plain that the 21st century will see revolutions of thought and practice as great as those which the 16th witnessed. Through what trials and sore contests the civilised world will have to pass in the course of this new reformation who can tell?"

"But I verily believe that come what will, the part which Canada may play in the battle is a grand and a noble one. She may prove to the world that, for one people, at any rate, despotism and demagoguery are not the necessary alternatives of government that freedom and

order are not incompatible; that reverence is the handmaid of knowledge; that free discussion is the life of truth, and of true unity in a nation.

"Will Canada play this part? That depends upon how you, the public, deal with science. Cherish her, venerate her, follow her methods faithfully and implicitly in their application to all branches of human thought, and the future of this people will be greater than the past."

"Listen to those who would silence and crush her, and I fear our children will see the glory of Canada vanishing like Arthur in the mist."

These were Huxley's words. I merely substituted Canada for England.

WE ARE ALL MADE OF THE SAME STUFF

Christian de Duve, president of the International Institute of Cellular & Molecular Pathology in Belgium, was a winner in 1974 of the Nobel Prize in physiology or medicine for his and two co-winners' discoveries concerning the structural and functional organization of the cell. On Nov. 4 he spoke about Life as a Cosmic Imperative, which is also the title of his book to be published in 1995.

All living beings are made of the same basic substances: proteins, nucleic acids, carbohydrates, lipids and others. All depend on the same kinds of chemical processes to build their constituents, metabolize foodstuffs, produce energy. All use the same language, the same genetic code. Even more telling, all are descendants from a single ancestral form. This affirmation is convincingly supported by the molecular sequence similarities among the genes that fulfil the same functions in different organisms throughout the biosphere. It has even become possible, on the strength of these similarities, to trace the evolutionary pathways that have led from the ancestral form to the great variety of living beings that occupy our planet today. It has also become possible, with all the information now available on the biochemistry, cell biology and molecular biology of extant organisms, to draw

a fairly elaborate picture of what the common ancestor of all life on Earth must have looked like. It was probably a bacterium, not too different from some of the bacteria found in the world today, adapted to a hot environment, capable of building its own constituents from simple mineral materials and deriving its energy from the metabolism of sulphur compounds. Subterranean hot springs and deep-sea hydrothermal vents shelter organisms having such properties.

How did the common ancestor of all life come about? The problem remains a daunting one, very far from being solved. But there are clues. They come from outer space, from the Earth's crust, from laboratory experiments, and especially, from extant living organisms. Time does not allow me to give even an elementary survey of the many facts and ideas that have been collected on the subject of the origin of life: let me simply make a few points of a very general nature:

First, life arose *naturally*, by which it is meant that life arose spontaneously by processes entirely explainable in terms of physics and chemistry and not, for example, by instant creation or by the intervention of a special vital force. There is no absolute proof of this. But, if it is not true [that life arose naturally], then the origin of life ceases to be a scientific problem, research on the topic is fatuous, and my talk has no sense. Fortunately, we are very far from such a dismal situation. The more we learn on the nature of life and its origin, the more its emergence by a natural process appears probable, the more also the mystery of this emergence yields to rational explanation.

Second affirmation: life arose by way of chemical processes. This assertion hardly needs any justification. The processes underlying life are all essentially chemical. The great conquests of modern biology boil down to a growing ability to explain life's most fundamental properties in molecular terms. Even physical manifestations — for example, bioelectric phenomena — or abstract notions such as information — for example, hereditary transmission or self-assembly — depend in the last analysis on chemical reactions and interactions. If life arose naturally, it must have done so by a succession of chemical processes leading from simple molecular building blocks to macromolecular and polymeric assemblages of increasing complexity.

This conclusion leads to a third statement: life arose through a very large number of successive steps. The British astronomer Sir Fred Hoyle has made this point very aptly. One cannot expect a Boeing 747 to arise ready to fly from a tornado-swept junkyard. Even less so can one expect a living cell, an entity very much more complex than a Boeing 747, to arise in one shot from whatever materials were available on the prebiotic Earth. Only instant creation could do this. But we are looking for a natural process.

BARBARIANS RECOGNIZED

This year 140 campus groups have received official recognition by the Office of Student Affairs, among them:

Accounting Society
Animal Rights Advocates at U of T
Ballroom Dance Club

Barbarians at U of T
Bulgarian Student Association
Campus Crusade for Christ
Charisma
Chinese Business Club
Collegiate Association for the Research of Principle
Communist Club
Coptic Orthodox Fellowship of U of T
Eckankar Club
Eritrean Students Association
Far-East & Near-East Dance Group
Feminist Newspaper
Finnish Club
Footprint
Friends of Cuba
Genetics & Society Planning Committee
Human Factors Interest Group
Iranian Art Association
Kids Help Phone
Korean-Canadian Legion of Mary
Local Exchange Trading System
1917 Society at U of T
Objectivist Club
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Skydiving Club at U of T
Snowboarding Group
Tabard Inn Society
Tibetan Cultural & Linguistic Club
Unique Newspaper
Vegan Society at U of T

SPELL CHEQUE

E-mail doggerel.

I have a spelling checker,
It came with my PC;
It plainly marks four me revue
Literate I cannot see.
I've run this poem threw it,
I'm sure your please too no,
Its letter perfect in it's weigh,
My checker tolled me sew.



FACULTY RATS

The U of T Faculty Association's newsletter carried the following notice in its Oct. 10 issue.

The association has negotiated a number of substantial benefits for UTFA members only.... The benefits include reduced rates on home and auto insurance, cheaper mortgages, waiver of various financial planning fees, and many more. You may well save more than your total UTFA membership fee!

MIKE CONSTANTINE

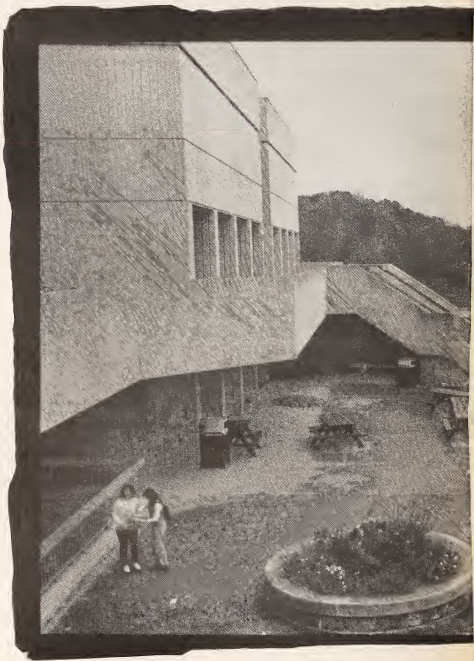
NATURAL P

Preserve and conserve are pivotal to

BY ALFRE

Right: historic Lislehurst has been preserved as the official residence of the principal of Erindale College.

Below: a stone footbridge crosses a pond on Lislehurst's landscaped grounds.



THE VIEW IS EXTRAORDINARY AND UNEXPECTED and gives some idea why students, faculty and staff at Erindale College are among U of T's most fiercely loyal citizens. From a spot high on a forested bluff above a curve in the Credit River, the sprawl of Mississauga vanishes; far below an angler in big rubber boots tries his luck with tackle and bait. The only sounds are wind whistling through the hemlocks and rushing water.

"I don't think we would give all this up without a fight," says Steve Taylor, a fourth-year economics and philosophy major who is head of the Erindale College Student Union. He is reflecting the view of many protective admirers of Erindale's natural setting in one of greater Metro's otherwise well-paved western municipalities. Deer are seen so regularly they are something of a campus mascot; tree species include oddities like shagbark hickory, a native nut tree; and the geography is such that students can be found sunning themselves on rocky outcroppings between classes.

Thirty years ago, when monumental plans for Erindale envisaged a much more expansive campus and the government appeared ready to provide the money to build it, Taylor might have had a fight on his hands. Indeed master plans in the 1960s called for building on a massive scale: for starters Toronto architect Raymond Moriyama proposed a million-square-foot academic building; a subsequent scheme visualized a ring-road of high-rise residence blocks in the style of York University.

"Enrolment was originally projected to be much, much larger and that's why the acreage was there," says Elizabeth Sisam,

research and planning officer with the assistant vice-president (planning). When provincial largesse for university expansion ran out in the early 1970s, the grandiose plans for U of T's western campus were put on hold.

And looking back it may have been for the best. Planned roads became walkways, towers were never built and much land was left in its natural state. Administrators coped by using what was already there. It wasn't always easy because enrolment did grow rapidly, but "instead of this massively scaled campus, attention was paid to how people used the campus," says Maryann Wells, who joined Erindale in 1975 and is now public relations coordinator. Sisam, in a report several years ago to Governing Council, put it more officially: "The grand design of the campus was abandoned in favour of essentially ad hoc planning which, for most people, may have worked better than the monumentalism of the original concept."

This past spring Erindale College Council and Governing Council approved an updated master plan for the campus. In keeping with the spirit of the 1990s, there was little fanfare, only modest plans for expansion and plenty of concern for the environment as it affects people and landscape. With its flexible goals and sensible urban design principles the 1994 Erindale master plan is not a majestic vision, Sisam says.

In fact it aims to compensate for problems caused by 60s-style

planning. That era's "modernist" schemes — made famous in utopian drawings by such architects as Le Corbusier — sought to create communities that were orderly and less chaotic than those that existed. But in practice such designs often resulted in massive buildings isolated by windswept empty space. York University is a choice example of this. And to a lesser extent so is Erindale, Sisam notes.

"It's a very pretty site and very beautiful in the fall. But many of the buildings are dispersed. What we are trying to do at Erindale is create links between all the areas that students use," she says. Such a goal mirrors current planning practice that tries to tie things together better by grouping buildings closer to each other. Among other things this makes it easier to get around on foot and creates enclosures that are protected from high winds.

An added benefit of such intensification is that greater density in one area means undeveloped land elsewhere can be preserved. Such planning will permit the college to expand without sprawling over open space. Indeed maintaining the remaining natural landscape permanently was a priority identified by a committee of faculty, staff and students for a preliminary master plan in 1989-90. Erindale's environs are used for official campus activities ranging from botany and geology research to rowing. "Preservation and conservation are very key," says Sisam.

The plan envisages Erindale's new student centre, now at the

EQUITY ISSUES ADVISORY GROUP

ANNUAL REPORT
JULY 1993 - JUNE 1994



EQUITY ISSUES ADVISORY GROUP

Report of the Convenor, July 1993 - June 1994

INTRODUCTION

This first year of the Equity Issues Advisory Group has coincidentally been a year of significant policy development, internal and external, in the area of equity. The University's *Statement on Prohibited Discrimination and Discriminatory Harassment* was adopted after a process of negotiation and debate that spanned more than four years; the Ministry of Education and Training issued its *Framework* for harassment and discrimination policy, and revisions to the provincial employment equity legislation reached completion. Each of these policies has presented the University with particular questions and specific challenges, and the Equity Issues Advisory Group has played a significant part in shaping a coherent response.

The second major theme of this year's work has been the establishment of a mode of operation for the Group. We are comprised of disparate offices with disparate mandates, but with a history of co-operation and collegiality; it has thus not been difficult for us to find common ground and common areas of concern, particularly in relation to policy development and public education. Most importantly, though, the Equity Issues Advisory Group has provided each member office with an invaluable network of support. The assistance of the collective - in unravelling particular facets of involved cases and in working through complex policy issues, in keeping members apprised of important developments, in alerting members to new issues, and in offering feedback, has greatly enhanced the effectiveness of each distinct Office. In preparing this report, I have consulted closely with my colleagues, and although each has emphasised different aspects of the work of the Group, the consistent thread has been that, irrespective of individual challenges and projects, the Group provides all of us with a powerful sense of impetus and energy.

PROFILE

Enquiries

The Equity Issues Advisory Group very quickly became the focus of a wide range of external pressures on, and expectations of, the University. Requests for comprehensive information enumerating the university's record, current and projected practice, and objectives, in admissions, hiring, retention, and promotion of students, staff and faculty, according to a range of demographic categories, in a form in which information is not even collected, let alone collated, are by no means unusual. Such requests have come from researchers, from advocacy organisations, and in furtherance of various provincial information-gathering exercises, each with a different emphasis. Providing the information has been time-consuming, but there are obvious benefits, not least in furthering our acquaintance with good practice in other universities.

We have developed and distributed a leaflet describing the role and composition of the Equity Issues Advisory Group, and publicising its work. Questions as to policy or concerning specific complaints, and media queries, are still largely directed to the individual offices; our group structure has demonstrated more clearly to us how much cross-referral there is between offices.

Training and education

There has been a like expectation that the Equity Issues Advisory Group could develop a self-contained public education and training package which distils all the relevant information about all pertinent law, policy, practice, process and resources, in respect of each of the equity offices. This, I think, arises from a reluctance in many people to attend to the complexity and conflict inherent in the issues: this reluctance is understandable, but needs to be overcome. The development of joint training issues is a priority for the Equity Issues Advisory Group, which we have approached from a number of different angles. Member offices have worked in concert on specific training initiatives, and the Group as a whole played a large part in developing a network of University members involved in diversity training. We are working with Staff Training and Development to develop a range of training resources on equity issues, and are discussing the question of training for academic administrators with the Provost's office. We are of course aware that any form of public education is subject to time constraints, and that we are competing with myriad other priorities and issues. It is our goal to ensure that equity issues feature prominently in the agendas of both the Provost and the Department of Human Resources.

External and government relations

Perhaps the single most important project for the EIAG this year was addressing the issues raised by the MET's production of a *Framework* for university policy on harassment and discrimination, and by the subsequent public furor about the concepts of "zero tolerance" and academic freedom. We were fortunate inasmuch as the University's internal work in this area was already far advanced, and that members of the Group had been integral to the internal decision-making processes. We were thus able to respond quickly and coherently. We have also worked closely with the MET's Access and Accountability Implementation Team, which brings together representatives from the MET, from Ontario universities, and from community organisations. In particular, we have begun to assemble information which will assist in developing and refining new recruitment and admissions strategies. Along with the Admissions Office, we have undertaken a similar exercise for the COU Equity Committee. However, useful as the public discussion and community liaison have been, I am impatient with the continuing government-led emphasis on information-gathering and enumeration exercises. Obviously it is essential that we are publicly accountable, and that our structures of governance are intelligible and accessible, but my own

view is that the provincial government's attempt to impose a "lowest common denominator" standardisation of equity policy and practice on Ontario universities is misguided, and misses the essence of good practice, which is the flexible and creative response to a complex of interlocking problems. Moreover, if we expend too much energy in responding to external attempts to impose conformity, we run the risk of simply becoming number-crunchers.

One of the principal strengths of the EIAG is that we can fashion a distinct approach to distinct issues through our individual offices, whilst retaining a collective view in terms of overall direction. I therefore believe that it is critically important for us to retain our separate public profiles in areas of separate endeavour, and to ensure that our inter-dependence does not compromise our independence. The University of Toronto has adopted a singular approach to dealing with equity issues, and this approach has furnished us with singular strengths.

ISSUES BROUGHT TO THE GROUP

It will be helpful to summarise the kinds of issues that have been referred to, or addressed by, the Equity Issues Advisory Group. They include: the collection of demographic data on the progress of students through the University; educational strategies on heterosexism and homophobia; the incorporation of an equity perspective into teaching guides, and more broadly into central planning; new regulation in the areas of employment equity, harassment, and discrimination; liaison with other universities and with government; diversity training initiatives; and the operation of internal investigation and complaints procedures. For the Group itself, questions of financial stability and cascade have been recurrent themes.

PRIORITIES FOR 1994 - 1995

Each member office of the Equity Issues Advisory Group has developed its own priorities for the coming year. Priorities for the Group as a whole emerged in discussion at our June retreat. They may be summarised thus:

- To contribute to the development of training programs for managers, and in particular for academic administrators, and to ensure widespread dissemination of information about the new *Statement on Prohibited Discrimination and Discriminatory Harassment*;
- To take an active part in discussion of policies affecting equity issues, and specifically to contribute our perspectives and experience to discussion of the *Code of Student Conduct* and the development of Provostal initiatives in respect of performance indicators;
- To proffer advice and comment on relevant internal planning exercises, such as the review of Student Services;
- To review policy and practice in respect of lesbian and gay rights, to ensure that relevant University policies are effectively communicated, and to develop programs which address the specific needs of lesbians and gay men.

CONCLUSION

This has been a year of change and transition for many of the member offices of the Equity Issues Advisory Group, and of evolution and consolidation for the Group itself. Our structure has proven to be adaptable to a wide range of disparate needs. We have been able to work co-operatively when co-operation is called for, to provide cover in emergencies, and still to pursue our very distinct mandates. Much work remains to be done in developing the advisory role of the Group: the effort we have put into maintaining solid working relationships and good lines of communication has, however, already paid off in providing the University with access to a coherent approach to its equity agenda. With the maturation of the Equity Issues Advisory Group, and of University of Toronto policy in this area, and with a concerted approach to divisional management training, I have no doubt that this will translate into consistent, effective and proactive practice.

Paddy Stamp
Convenor
June 1994

EMPLOYMENT EQUITY ANNUAL REPORT 1993-1994 — SUMMARY

The Employment Equity Co-ordinator presents an Annual Report to the University community each Fall. This is a summary of the Report for 1993-1994. That Report will be the sixth Annual Report and one should refer to it and to earlier Annual Reports for a fuller description of employment equity activities.

HIGHLIGHT

The dominant development affecting employment equity at the University of Toronto during 1993-1994 was the announcement by the provincial government that the Ontario Employment Equity Act was to come into effect on September 1, 1994. Bill 79 was given third reading in December 1993 and the Regulation was released in final form in June 1994. The Regulation, together with the Act, form Ontario's employment equity legislation, requiring the University and approximately 17,000 other Ontario employers to implement and report on employment equity. The Employment Equity Act tells us what our obligations are; the Regulation tells us how we are to fulfill them. The Act provides for a fine of up to \$50,000 on a conviction of non-compliance.

Until this date, the only legislative requirements the University had to meet were those of the federal government's Federal Contractors Program (FCP). The Ontario legislation is more intrusive than the FCP, and its requirements more extensive and onerous: the FCP requirements are to be undertaken in the manner best suited to an organization, whereas the Ontario legislation spells out in detail the

manner in which its requirements must be undertaken.

Following is an overview of the implications of this legislation for the University of Toronto.

From the "effective" date of the legislation, September 1, 1994, the University has eighteen months in which to complete the three major activities necessary to be in compliance with the legislation. This time frame is extremely tight given the size of the University and the complexity of the legislative requirements. By March 1, 1996, we must have:

- * conducted our workforce census to determine the composition of the University's workforce by designated group status;
- * reviewed the employment policies and practices, and collective agreements governing the various staff constituencies;
- * prepared our Employment Equity Plan(s) for all staff constituencies.

These are specified in the Act to be joint obligations of the employer and bargaining agents. A co-ordinating committee of representatives from management and unions is required to establish the process for jointly completing these obligations. The employer must also establish a process for consulting with unrepresented employees on these three obligations.

Work is in progress to prepare an overall critical path for implementing the legislation that identifies tasks, centres of responsibility and resource requirements.

REPORT

There are four key components in the Employment Equity Policy. Following is a brief summary of the more significant activities relating to these four components.

1) Endeavouring to ensure that

University policies and practices do not have an adverse impact on the participation and advancement of designated group members.

Conducting an Employment Systems Review (ESR) entails reviewing the University's employment systems governing faculty, professional librarians, non-unionized administrative staff, and unionized staff. The purpose is to identify any potential barriers to the participation and advancement of designated group members occurring due to systemic discrimination.

Discussions are ongoing with the University of Toronto Staff Association (UTSA) to review policies and related practices governing non-unionized administrative staff and to develop new policies. The Career Development Policy Joint Committee was formed in 1993-1994, and is reviewing career development, staffing and performance review policies and is developing a secondment policy.

During the past year, many of the joint Employment Equity committees of University management and union representatives began meeting, at which time the Employment Equity Co-ordinator

presented preliminary information about employment equity. The primary purpose of the committees is to develop an employment equity plan for that union, one component of which will be the development of an appropriate method to review employment policy or practice clauses in the respective collective agreements.

- 2) Setting goals consistent with the Policy, and timetables and plans for achieving them; and
- 3) Implementing programs to facilitate the participation and advancement of designated groups.

These two components relate to the responsibility assigned to the Vice-President and Provost and the Vice-President, Human Resources in the Employment Equity Policy to set overall University goals for faculty and librarians, and administrative staff, respectively. The goals are to address issues of both participation and advancement and are to include strategies to achieve the numerical goals established. The reports of the working groups established by Professor Michael Finlayson, Vice-President, Human Resources, and by Professor Joan Foley, then Vice-President and Provost, were released in 1992.

One specific initiative regarding faculty recruitment implemented during the year, was the requirement to submit reports of the numbers of candidates from each of the designated groups interviewed by search committees. The reports submitted have been less than complete or accurate in some divisions. Plans are in place to follow up on this requirement.

Advertisements for all University positions now routinely include an employment equity statement. Both the Finlayson and Foley reports identified employment equity education and training seminars as essential components of any strategy to achieve the numerical goals established for each of the four designated groups. The Office of the Employment Equity Co-ordinator continued its delivery of employment equity seminars, first begun in November 1992. This past year, the seminars were designed for and delivered to administrative managers. Specific training sessions were also conducted, for example, for the campus police.

A special outreach recruitment program was initiated this year for Aboriginal peoples and persons with disabilities. Arrangements have been developed for a direct mailing of advertisements to communities, contacts and agencies representing these groups when positions at the University are open to external applicants. Early and wide dissemination of information concerning openings should encourage as large a number as possible of Aboriginal people and persons with disabilities being in an external applicant pool.

- 4) Making reasonable accommodation for differences related to designated group membership.

Reasonable accommodation for differences related to designated group membership can take many forms.

Accommodation is most frequently associated with the accommodation of persons with disabilities. Accommodation might, however, include special leave provisions to accommodate the observance of traditions of persons from different cultural and religious groups. With an increasingly diverse workforce, the University must be vigilant that accommodations of employees' needs or differences related to designated group membership are considered.

A task force on Accommodation of Persons with Disabilities in Employment at the University during 1991-1992, concluded that the University has a legal obligation to provide accommodation to persons with disabilities who are employed by or who may seek employment with the University. Guidelines are being developed to be issued to managers to inform them of and assist them in fulfilling their legal obligations to accommodate persons with disabilities. The position of and funding for a Job Accommodation Co-ordinator has been finalized, and approval to recruit granted. A central accommodation fund for costs associated with the provision of accommodation has been established to assist divisions if they are unable to cover the total cost of the appropriate accommodation.

The adaptive technology resource centre, for use by both staff and students, was also established this year. Computing and Communications and the Office of Special Services, jointly, hired an adaptive technology specialist. The Centre will provide information, demonstrations, assistance with technology selections, training, problem solving and trouble shooting, research and development, product evaluation, and increased awareness of issues related to equal access. Costs associated with individual staff will be paid from the accommodation fund.

The project of conducting a Physical Demands Analysis (PDA) on University jobs, which began in Summer 1992, was concluded in Spring 1994. A PDA is a written description, based on observation and an employee interview, of the actual physical work performed by an employee in carrying out his or her job, that is, the movements and actions required to complete a task within a specific work environment using specific tools and devices. Having PDAs assists in the process of returning individuals from Long Term Disability and Workers' Compensation to work, and assists in the outreach recruitment of persons with disabilities.

GOVERNMENT REPORTING

The University has reporting obligations to two levels of government. Information on provincial reporting was included at the beginning of this summary report.

In September 1986, the University signed a commitment to implement employment equity pursuant to the Federal Contractors Program (FCP), thereby remaining eligible to bid on federal government research and printing contracts over \$200,000. The requirements of the FCP are consistent with the

principles of the University's Employment Equity Policy.

During 1993-94, Employment and Immigration Canada conducted a second audit of the University's Employment Equity Program, and found the University again to be in compliance with all requirements of the FCP criteria. Follow-up reviews are conducted at two-year intervals.

UNIVERSITY OF TORONTO DATA

The numerical representation and distribution of designated group employees within the University's workforce are one measure of the University's progress towards the achievement of employment equity.

In 1992, five-year goals for non-unionized administrative staff were set in ten categories. Progress in the two years since they were set has been modest. In most cases the numbers involved are small, and one or two appointments or resignations can have disproportionate consequences. The category in which we most need to concentrate our efforts for improved numbers is upper level management for women and members of visible minorities. Overall, the results in the ten categories indicate that in the remaining three years, continued vigorous efforts are needed if we are to achieve our goals.

In February 1994, the Vice-President and Provost presented to the University community "Planning for 2000", a Provostial White Paper on University Objectives. Of relevance to employment equity is the inclusion in a divisional plan, to the extent possible, of composition of the division by designated group status. Recruiting and supporting outstanding faculty, academic administrators and staff are specifically included in a section on related objectives. Progress towards goals identified in the Foley report for faculty and professional librarians will be assessed based on information in the plans submitted to the Provost's Office.

It is important to recognize that employment equity is more than just numbers, particularly during these strained budgetary times at the University. In fact, numbers and climate are inextricably linked: a welcoming and positive climate will allow us to attract and retain more designated group members, and more designated group members will contribute to our climate being more diverse and inclusive. While climate and environment are critical to the achievement of employment equity, numbers are the aspect most easily measured.

CONCLUSION

The overarching employment equity priority for the University of Toronto during 1993-94 was to ensure that accountability for implementing employment equity became one of the responsibilities of academic administrators and administrative directors. It is those in positions of authority who have the primary and critical opportunities to effect the requirements of the Employment

Equity Policy. While it is important to continue these efforts in 1994-95, proclamation of the provincial employment equity legislation necessitates a shift in focus to meeting compliance requirements of the legislation.

Mary Lynne McIntosh
Employment Equity Co-ordinator
October 3, 1994

FAMILY CARE ADVISOR

PRELIMINARY ANNUAL REPORT

DECEMBER 1, 1993 -
JUNE 30, 1994

MISSION

The mission of the Family Care Advisor is to further the University of Toronto's commitment to providing a supportive environment that is sensitive to the family care needs of its students, staff, and faculty, thus facilitating the pursuit of excellence by its members.

MANDATE

The Family Care Advisor identifies, analyzes and determines methods of addressing the particular family care issues faced by students, staff, and faculty in balancing family obligations with educational and career pursuits. The Advisor facilitates access to information and resources for members of the University community. An essential function of the Advisor is to make policy recommendations on family care issues that will enable the University to fulfill its objectives of educational and employment equity and of providing a humane climate for working and learning. The Family Care Advisor raises awareness of the value and benefit of proactive family care policies and services at the University of Toronto through the education of members of the University community.

PLANNING AND IMPLEMENTATION

The creation of a "family care advisor" was advocated in the late 1980's and early 1990's by the University's Status of Women Officer and by students, faculty, and staff. It was hoped that the appointment of an advisor whose position was devoted to assisting our population with family care issues might facilitate the development of a more equitable environment, especially for women students, staff, and faculty who bear a disproportionate share of the responsibility for family matters. During this period, employee assistance programs and workplace innovations such as job sharing were being adopted by other large public and private sector organizations. In 1993, a university-wide committee on child care recommended the hiring of an advisor, linking the position closely with plans for a part-time child care facility on campus. As understanding of the range of family care needs grew, it became clear that the advisor ought to deal with other caregiving situations including providing for elderly family members or ailing partners.

In December 1993, the posit ion of Family Care Advisor was created. The Advisor reports jointly to the Assistant Vice-President Student Affairs and the Director of Environmental Health and Safety. The Office is funded equally by the Human Resources Department and the Student Services Fee. In addition, campus organizations have made donations for the purchase of resource materials.

The three components of the Advisor's responsibilities are direct service, education and policy development.

A. SERVICE:

The first priority of the Advisor was to design, implement, and promote an information and referral service for the University community. Service began on a small scale immediately and was implemented fully by January 1994. Although a longer start-up period would have been ideal, it was deemed essential to begin meeting student needs well before the end of the winter term. In order to facilitate referrals and maximize the use of University resources, links were established with related services on campus (student services, the Occupational Health Service, child care centres) and agencies in the broader community. Campus media, relevant committees, and student and employee organizations were contacted to promote the service. University publications printed brief articles and the Advisor also spoke to many University groups.

In the first six months, the Advisor dealt with 142 cases: 17 part-time undergraduates, 34 full-time undergraduates, 25 graduate students, 4 post-doctoral fellows, 39 staff, 13 faculty, 8 departments and 2 miscellaneous cases. The majority of the clients are women. Most access the service by telephone. Relatively few of the clients are from outside of the St. George campus. Many cases are resolved in twenty to thirty minutes but some require hours of telephone calls and research. Child care referrals are the most common but the least time-consuming to resolve. Elder care cases tend to be the most complex. By calling upon the Advisor, clients are able to reduce dramatically the amount of time spent gaining access to appropriate services, thus reducing stress and enabling them to concentrate on work or studies.

Some typical cases are as follows:

- * a student in a professional faculty with a heavy practicum component requires child care, housing, and financial assistance in order to remain in University and maintain an 'A' average
- * a manager is anxious to accommodate staff who are having family difficulties but is worried about placing an unfair burden on other staff
- * a male faculty member wants to halt the tenure clock for a period of time while he attends to urgent family responsibilities
- * a staff member is searching for services in her neighborhood to ensure that the needs of her aging parent are attended to when she is at work
- * a visa student couple, both Ph.D. candi-

- dates, require alternatives when their child care costs rise by more than \$1500 per month due to the unexpected removal of child care subsidies
- * a department needs to know which immigration regulations will apply to the spouse of a newly recruited post-doctoral fellow
- * a faculty member faces difficulty in making arrangements for her maternity leave
- * an academic administrator is seeking advice on dealing with a student who insists on bringing an infant to class

Cases have also been resolved involving referrals to family law practitioners, parenting classes, Family Benefits offices (social assistance), chemical dependency support groups, and many other resources. In all instances, clients are informed that the referral does not imply a recommendation of the particular service. Clients are offered guidelines enabling them to make informed decisions about the options available, based on their own personal circumstances and preferences.

To provide self-help opportunities and expand the service available to members of the University community, a library of practical material on family care issues and on services across the Greater Toronto area has been compiled. This resource centre is open every working day, even when the Advisor is occupied elsewhere. The resource centre and the Advisor are available one evening per week in order to provide service to those clients who find this arrangement more convenient. The Advisor also returns calls outside of normal business hours to assist those who do not have access to a phone during the day or who may wish to discuss their case with greater privacy than is possible in their office.

The Advisor provides advice and support to the University's child care centres and facilitates communication among the centres and between the University and the centres.

B. EDUCATION:

As is obvious from the heavy case load described above, it is necessary to find mechanisms for providing service to large numbers of clients who require the same basic information. Workshops and seminars can fulfill some of this need. In March, the Family Care Advisor brought several University and community resource people together to offer a highly successful workshop on "Financial Survival for Student Families". A video and supporting documentation were produced and will be available to students on all three campuses. In June, a panel discussion on approaches to AIDS and other diseases in the child care environment was held for parents and staff at University child care centres. The Advisor is conducting bi-monthly maternity leave planning seminars to assist faculty and staff in preparing for parenthood and in making their return to work a positive and productive experience. A Fall session on "Elder Care Options in Ontario" is being developed for the Scarborough campus. It is anticipated that some of the seminars mentioned

above will lead to the formation of support groups for those who share similar needs. The key to the effectiveness of this portion of the work of the Office is that support, education, and service are provided during the day, when the family members for whom the individual is responsible are receiving care elsewhere.

Raising awareness is the aspect of education that links all of the components of the Family Care Office. It is essential to increase recognition of the fact that the provision of a supportive environment contributes to the achievement of excellence by individuals and by the institution. The University has adopted several policies that facilitate the accommodation of those with family responsibilities but these policies are not interpreted in a uniformly positive manner. Even those administrators, managers, and supervisors whose attitudes are favourable often feel they need guidance in human resource matters or when dealing with concerns relating to students' personal lives. To this end, the Family Care Advisor has been involved in consultations with human resources staff and with departments about resolving issues of accommodation for family reasons. The Advisor also participated in a training session for supervisors of unionized staff. Further training sessions are in the planning stages. In the longer term, education and awareness are likely to reduce the reliance on certain types of direct service offered by the Advisor.

C. POLICY DEVELOPMENT:

As indicated above, the University of Toronto has enacted policies that are sensitive to the family care responsibilities of its members. There are other University policies and practices, however, that may produce inequitable and unproductive results. The Advisor's role is to advocate recommendations that are in the best interests of the University as a whole while accommodating, wherever possible, those who balance work or studies with family obligations. The Advisor has made suggestions to the Human Resources Department and the Vice-Provost, Staff Functions and coordinated a committee reviewing the Policy on Leaves of Absence for administrative staff.

The Family Care Advisor also acts as an advocate for the interests of members of the University community with government departments and agencies. The Advisor lobbied provincial and municipal governments surrounding visa student child care subsidy terminations and changes in Toronto Board of Education policy affecting some parents and children in the University community. Due to constraints on the time of the Advisor, advocacy often becomes a lower priority than assisting clients in coping with the detrimental results of government action.

PRIORITIES FOR 1994/1995

1. Enhance the level of direct service provided to individual members of the University community.

- * present seminars tailored to specific populations concerning the resources

available internally and externally and the means of gaining access to these resources (e.g. Financial Survival for Student Families, Elder Care Options in Ontario, Maternity Leave Planning for Faculty and Staff).

- offer assistance in the form of individual consultations or support groups where appropriate (e.g. Discussion and Support Group for Fathers).
- enhance service to the Erindale and Scarborough campuses.
- develop and promote educational programs and supporting literature relating to elder care.
- identify and address family care issues of particular concern to lesbian, gay, and bisexual members of the University community.

2. Further the integration of family care considerations into internal decision-making at all levels by developing an awareness of and sensitivity to family care issues.

- encourage the use of both the referral and consultative functions of the office by managers of academic and administrative departments and their staff.
- act as a resource in the development and successful implementation of flexible working arrangements and inclusive hiring practices to better recruit, accommodate, and retain valuable employees.
- assist chairs and managers in the orientation of new faculty, staff and post doctoral fellows and their families to the University community and to the city.
- in concert with Equity Officers and Human Resources personnel, develop training programs for academic administrators, managers, and supervisors.
- assist colleges, faculties, and student organizations in developing and implementing programs and procedures to accommodate students with family care responsibilities and in informing students of the availability of these programs and of family care services at the earliest stages of their relationship with the University.

3. Evaluate and make recommendations concerning the addressing of child care needs within the University community.

4. As a member of the Equity Issues Advisory Group, ensure that the implications of internal and external policies and procedures for both family care and equity are evaluated and considered.

RESOURCE IMPLICATIONS AND CONSTRAINTS

The Office of the Family Care Advisor consists of the advisor and a variety of dedicated volunteers, most of whom are University of Toronto students. It has received funding for a two year period. These two factors have produced severe time constraints, making the simultaneous fulfillment of the direct service, education, and policy components of the mandate a constant challenge. It is difficult, if not impossible, to raise awareness without raising expectations beyond the level that can be achieved by one person. The process of identifying and balancing the diverse and complex needs of the student, staff, and faculty components of the popu-

lation and establishing priorities for action is complicated by the limited time frame of the project.

In spite of the above constraints, this has proven to be a highly beneficial initiative for the University of Toronto. The experience of the first six months has demonstrated that the University community is receptive and that the need for the services provided by a Family Care Advisor is every bit as great as when proposed several years ago by Lois Reimer, the University's first Status of Women Officer.

Jan Nolan, Family Care Advisor

FIRST NATIONS HOUSE

ANNUAL REPORT 1994-95

LEADERSHIP, SPIRITUAL GROWTH AND ACADEMIC EXCELLENCE

BACKGROUND

On April 1, 1994 the Office of Aboriginal Student Services and Programs (O.A.S.S.P.) will mark the beginning of its eighth year of building an Aboriginal presence on campus. The design and operation of culturally appropriate student services within an institution with its own framework of values and ways of doing business has been an incredible challenge. The OASSP is a University department employing seventeen full-time and part-time staff with a special mandate to recruit, retain and graduate Aboriginal candidates of the highest calibre. At the start of the Program, the barriers to the attainment of post-secondary education were articulated by First Nations students, parents, Counsellors, and Chiefs and Councils. Together, the Aboriginal communities and the OASSP developed the profile of the successful student, possessing a strong identity, and the academic qualifications required to provide leadership in one's chosen field.

The services of the OASSP are designed to afford the Aboriginal student every opportunity for success in university level studies. The present retention rate of Aboriginal students is 94%, clearly higher than that of the United States at 10% and 6% for Canada. We feel that this figure is significant due to the nature of the cultural programming and the creation of a culturally supportive environment at First Nations House.

There are about 140 Aboriginal students in undergraduate and graduate programs this year. There are 56 graduates and many of these are the first Aboriginal persons to enter specific professional fields in Ontario. We are now seeing Aboriginal graduates in law, social work, medicine, pharmacy, education, physical therapy, speech and language pathology, community health, business administration, occupational therapy and history and very soon graduates in mathematics, engineering and dentistry. The University of Toronto is becoming known for its training of

Aboriginal students in professional disciplines unlike other institutions which may specialize in native-specific programming such as the Access to Engineering Program at Lakehead University.

Throughout the life of the OASSP, we have done our best to honour the directions given to us by First Nations leaders:

- educate to the highest standards
- honour the traditions of our peoples
- prepare for Self Government

MISSION

In 1992, the *Office of Aboriginal Student Services and Programs* (O.A.S.S.P.) was founded. Our new office includes the *Aboriginal Health Professions Program*, established since 1986, but it now reflects the expanding function of the program and recognizes the growing needs of First Nations students across the University. The office specializes in student services and also advises on the design of academic programs and research initiatives in all disciplines. We provide a culturally supportive environment where we promote leadership, spiritual growth and academic excellence. At the same time, our new home, First Nations House, opened in September 1992 on campus. On the top two floors of Borden Building North, 563 Spadina Avenue, this space provides us with a focus for Aboriginal people on campus and permits us to work and grow in a community environment.

OASSP Services include:

- Recruitment and Liaison
- Academic Counselling and Planning
- Admissions Advocacy
- Personal Counselling
- Academic Tutoring
- Native Student Housing
- Library Resource Centre
- Scholarships and Bursaries
- Financial Planning
- Cultural Seminar Series
- Elder-In-Residence
- Day Care Referrals

Aboriginal Health Professions Program:

- Health Experience Workshop
- First Nations Summer Science Program
- Aboriginal Science and Mathematics Pilot Project

- Native Students Association:
- Purification Lodge ceremonies
- Cultural events, feasts and workshops

- Native Symposium Week
- Social gatherings
- Sports Events

CURRICULAR INNOVATION AND RESEARCH

During 1992-1993, the Chiefs of Ontario, the School of Graduate Studies and the OASSP collaborated on the design of the symposium called the "Circle of Life: Spiritual Principles of Humanity in Relation to the Environment." It was a two day lecture and workshop series in October, 1993 in which Elders and Traditional teachers of the First Nations were invited to come and share

Indigenous beliefs about the creation, the natural laws and the environment. The event was tremendously successful in exposing the University community to Aboriginal knowledge systems, learning styles and the application of Indigenous knowledge to environmental problems. Several environmental projects were invited from First Nations throughout Canada to share their experience in applying traditional knowledge to modern environmental dilemmas.

After the conference some preliminary discussions were held to look at the possibility of holding another conference next year with some ideas about the agenda topics, timing and size. Other ideas were raised in the Planning Committee about a Centre for Aboriginal Culture and Research. A more in-depth discussion followed on participation in a *Trilateral Research Project* involving Universities and Indigenous peoples in Canada, the United States and Mexico regarding Indigenous knowledge, the economy and the environment. A draft proposal has been prepared outlining the guiding principles to enable the University and the Indigenous peoples to work together and a suggested process for designing the framework of topics to be developed into proposals.

The Faculty of Arts and Science has announced the commencement of the *Aboriginal Studies Program* with one course on language in the fall of 1994. Other divisions are also making room for new courses co-taught by faculty members and Aboriginal persons. We are awaiting the results of the consultation study with First Nations to determine community ideas on the shape that the Program might take in the next year. The study results will be part of the agenda items for the Aboriginal Studies Committee of the Faculty of Arts and Science to consider during the next year's meetings in order to formulate a long-term plan of curricular innovation.

A very successful *Aboriginal Studies Week* was held this past winter involving Aboriginal theatre productions, lectures on Aboriginal politics, education, law, literature, sciences and so on. These events were planned by a special committee within the Faculty and the OASSP.

The OASSP has assisted faculties and divisions who have requested advice on how to connect with Indigenous peoples to begin course development, and select topics and speakers from the Aboriginal community.

This information will be reported to MCAPS when it reconvenes in the spring and their guidance will be sought on how to proceed.

STUDENT SERVICES

The OASSP is committed to providing culturally relevant services and supportive study environment to Aboriginal students at the University of Toronto. The *Elder-in-Residence* program will be continued in 1994-95 with cultural seminars, the Talking Circles and the special excursions with the Elder.

The *Native Students Association* will continue to offer its membership the opportunity to participate in Purification Lodge ceremonies, special events such as Aboriginal symposium week, sports events, and social gatherings.

The Department of Indian Affairs has again supported the *Counselling* position in the OASSP. This position is critical to the well-being of the students from both a personal and academic perspective. The new position of Academic Counsellor and Liaison Officer is now being considered as an additional staff position within the OASSP.

The *bursary program* will be a part of the services to students even after the Aboriginal Education Fund comes into effect. It is an essential financial crisis fund especially for those who experience emergency travel costs such as death or illness in the family which are not covered by grants.

The *library acquisitions* will be made in the spring of 1994 with a view to cataloguing them over the summer. The opening of the library will occur at Student orientation in early September.

A Committee comprised of students and staff will be struck in the spring to begin the process of planning on the types of lending policies, the hours of acquisitions to be made, and the hours of accessibility during the next school year. Decisions will be made also on employing students part time to manage the library at peak hours and on weekends.

Tutor service will again be part of the service options for students. There will be two Tutors hired in English and study skills and one in science/mathematics. They will keep regular hours at the OASSP and also be available to meet students at mutually agreed upon times. Next year, the Tutors will link up with the on campus association of tutors and will have access to the assistance of Cleo Boyd to train them in finding assessments of student strengths and weaknesses.

The *graduation ceremony and pow-wow* planning will commence in the spring of 1994 once the staffing and reorganization has been completed at the OASSP. Students have requested this event and the participating colleges and universities are also committed to seeing the event take place. The event is scheduled for May 13, 1995.

Staff training needs to occur in the next year to develop mutually supportive ties with one another both as colleagues and professionally. It is recommended that the firm White Bison be invited to FNH to lead the staff in a visioning process which could form part of the five year plan. At a given point in the process, the students should also be invited to be part of the visioning.

Recently, at a meeting between the OASSP and the Native Students Association, the issue of establishing a *Native Day Care Centre* on the campus was raised. Students were anxious to work on

the feasibility of the initiative. A subsequent meeting was held between the OASSP and the Family Care Advisor to see if the institution might be interested in pursuing the project. It was agreed that discussions will be held within the University and with some local Aboriginal agencies to see if they might wish to move the project along in the spring of 1994.

NEW STAFF

Dianne Longboat, who has coordinated aboriginal student services at the University of Toronto since their formal inception eight years ago, resigned from the University in June. In August, the University recruited Rodney Bobiwash to be Coordinator of First Nations House.

PERSONAL SAFETY AWARENESS OFFICE

JUNE 1994- REPORT

PRIORITIES AND ACTIVITIES IN 1993-94

During 1993, I was away from the University on secondment to the Commission on Systemic Racism in the Ontario Criminal Justice System. The Personal Safety Awareness Office had as its objectives for the year 1993-94 completion of programs and projects in the following areas:

- public education and training;
- implementation of Security Review Group recommendations;
- education work promoting the Campus Safety Audit Project;
- development of a sexual assault response protocol;
- completion of a personal safety training manual;
- contributions to the work of the Equity Issues Advisory Group.

The illness and subsequent resignation of the Acting Officer in summer 1993 prevented much of this program being carried out. However, several of these projects were given priority on my return in January 1994, and some of the objectives have been completed in the past six months.

PUBLIC EDUCATION AND TRAINING

Several safety workshops, information sessions and training seminars were provided on an as-requested basis. These included skill development sessions for University Police personnel, information and problem-solving sessions for groups of administrative staff, and personal safety awareness presentations to senior management and senior administrative staff. Under the public education function, I also serve on Advisory Committees on Personal Safety on all three campuses, as well as on several college and faculty-based committees. As a resource to these committees, I have participated in safety audits, prepared material for discussion (cases examples and policy presentations), met with subcommittees to formulate audit and education recommendations, and drafted written material for personal

safety publications. As Chair of a Subcommittee on Education Strategies, I was responsible for the planning and organization of the 1994-95 Fall-Winter Series of Protective Skills Courses, and for organization and co-ordination of the fall street theatre projects and campus murder mystery projects.

A significant part of the work I do in the education area falls into the category of counselling, advocacy, problem solving and referral in individual cases. From January through June 1994, I dealt with 22 major cases where personal safety issues required individual counselling and advice, and development of safety plans.

SECURITY REVIEW GROUP RECOMMENDATIONS

From the Report's recommendations, the following areas were prioritized:

Task Force on Cash Handling

As a member of the Task Force, I assisted with the development of a survey instrument, coding of returned survey data, preparation of case studies and examples for discussion, and formulation of draft recommendations for the final report, which will be submitted in fall 1994.

Intervention Plan for Crisis Situations

I co-ordinate a group which is conducting a needs analysis and reviewing/evaluating appropriate emergency planning software for the St. George campus. We have attended a national Crisis Management Conference and the Metro Emergency Management Office, and have reviewed emergency planning software in support of emergency management. We have also evaluated current procedures, in use here and at other campuses, for responding to crisis and emergency, and drafted for discussion in the coming year crisis management procedures and training.

Strategies for Dealing with Faculty Personal Safety Concerns

A workshop on dealing with disruptive behaviour in the classroom was offered at the request of the Faculty of Arts and Science, with the Sexual Harassment Officer. I contributed to the re-drafting of the pamphlet "Dealing with Disruption and Intimidation". In order to obtain more accurate and broadly based information regarding the experiences and concerns of teaching staff regarding personal safety issues, I have with the co-operation of the Faculty Association devised a Faculty Survey for distribution this fall. Data from this survey, when analyzed, will provide the basis for further development of seminars for faculty and education for senior academic administrators.

Strategies to Empower Staff

I have with the Sexual Harassment Officer developed a training session for managers and supervisors of administrative staff. This workshop raises issues around sexual harassment and personal intimidation or threat. It offers information regarding University policies and resources, as well as suggestions for prevention of harassment and intimidation in the workplace.

Campus Safety Audit Project

As a member of a Facilities and Services working group set up to devise a procedure for carrying out and responding to campus safety audits, I drafted a rationale and procedure for ensuring safety audits occur on a timely basis. I also prepared and delivered a training session for Facilities and Services property managers, to ensure that they understand the objectives and results of safety audits, and to assist them in assuming a role in the development and implementation of the recommendations which result from safety audits.

As a member of the Design Standard Task Group, I was responsible for re-drafting material in the University's Design Standards relating to personal safety features, and for collecting a library of "designs that work". To ensure that University project managers are familiar with design strategies that contribute to personal safety, I contributed material to a City of Toronto Planning Department workshop on safe design, which all University project managers will attend in July 1994.

Sexual Assault Response Protocol

Two of the objectives under this initiative — the preparation of a manual for students listing resources for dealing with sexual assault, and the development of a University protocol for dealing with sexual assault — have now been included in the mandate of the new sexual assault counsellor/educator. I participated as a member of the steering committee which drafted the job description and job posting for this position. With a counsellor/therapist from the Counselling and Learning Skills Office, I made presentations to student groups and student service groups on all three campuses to ensure their understanding and co-operation with this new position. I served on the hiring committee for the sexual assault counsellor/educator.

Personal Safety Training Manual

Two initiatives were planned in this area: the development of a training package to assist staff in dealing with abusive or threatening behaviour, and the development of a "train the trainers" approach to dealing with disruptive behaviour. My work this term on these initiatives has been incorporated into education and outreach efforts with other members of the Equity Issues Advisory Group (specifically, workshops for supervisors and managers), and seminars with the University Police (particularly for front-line staff). Training and education will remain a focus for my office and for the Equity Issues Advisory Group in the coming year.

Other Contributions

Equity Issues: I have prepared materials and cases on personal safety issues for the purposes of policy development and personal training. In particular, I prepared written and oral submissions to the UA Board Working Group considering changes to the Code of Student Conduct.

University Committees and Policy Work:

In addition to serving on the hiring committee for the new sexual assault counsellor/educator position, I served on the search committee for the Status of Women officer.

I am also responsible for researching requests for possession or storage of firearms on University property which are not research related (under the University's Firearms Policy) and making recommendations to the Chief Administrative Officer regarding these.

Representing the University of Toronto Externally: I serve as a University representative on the following groups:

- City of Toronto (Planning Department) Safe City Committee;
- Professional Engineers of Ontario Task Group on Building Safe Environments;
- Scarborough Grace Hospital Community Advisory Board
- Sexual Assault Care Centre

Conferences, Classes and Workshops:

Part of the education and outreach aspect of the office is fulfilled through participation in classes and conferences. Since January, I taken several classes here and at other post-secondary institutions on the following issues:

"Personal Safety as an Equity Issue" (University of Western Ontario)

"Sexual Assault: Legal, Ethical and Clinical Issues for Professionals" (University of Toronto - Faculty of Social Work)

"Gender Issues in Safe Design Strategies" (Carleton University - School of Architecture)

"Advocacy for Assaulted Women: Practical Suggestions" (Osgoode Hall Law School - Clinic Training Day)

"Dealing with Partner Assault: Criminal, Administrative and Disciplinary Remedies" (Carleton University - Housing Network Task Group on Domestic Violence)

"Dealing with Disruptive Students" (Reaction Panel) CACUSS Workshop - McMaster University

PRIORITIES AND ACTIVITIES IN 1994-95

The priorities for the Personal Safety Awareness Office in the coming year are grouped in the following categories:

- implementation of Security Review Group recommendations;
- administration of MET campus safety funds;
- research into current and evolving personal safety concerns for identified vulnerable groups;
- counselling and referral; contributions to the Equity Issues Advisory Group;
- ongoing improvement to current initiatives.

Susan Addario
Personal Safety Awareness Officer

THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICE

SUMMARY REPORT FOR THE PERIOD JULY 1, 1993 TO JUNE 30, 1994

The period covered by this summary report begins six months after the establishment by the University of a permanent Office for Race Relations and Anti Racism Initiatives in January 1993. The mandate of the Race Relations Office is to provide the President and other members of the University Community with advice and assistance in fostering the principles of equal opportunity and equity.

This mandate poses several challenges, not the least of which is how to properly apportion time among casework activity, training and education, committee work and personal professional development. There is little flexibility where casework is concerned. All other office responsibilities must take a back seat to casework activity because persons who approach the office with concerns expect an immediate investigation and quick resolution of their cases. Some of these cases have become more complex and time consuming recently.

The following is a summary of the principal activities which engaged my attention over the period of this report.

1. Progress Report on the implementation of the recommendations of the Report of the Presidential Advisory Committee on Race Relations and Anti Racism Initiatives (PACRRARI)

In my first annual report tabled in April 1994, I observed that of the forty-four recommendations proposed by PACRRARI, twenty-seven have been fully or partially implemented; eleven are under active consideration; and six have received little or no support to date. In some cases, very constructive alternative suggestions were made and have been incorporated. In general, the recommendations were well received by the University community although some of the ones made for the curriculum aroused the strongest expressions of concern. Of the twenty-seven written responses I received to the report, twenty-two were in reaction to recommendations which concerned the curriculum and fourteen of these were from faculty members.

Progress in the review of curriculum will be aided by the expansion in funding for the Ethno-Cultural Academic Initiatives. This funding has enabled academic divisions to support a wide variety of initiatives in this area and is still the most effective means available by which to examine alternatives and additions to what we now offer our students.

2. Policy framework or protocol to deal with complaints

The recently approved Statement on Prohibited Discrimination and Discriminatory Harassment proposed a general framework within which to deal with complaints, some of which fall under the mandate of this office. With the help

of several other parties, I am involved in the development of a clear policy to deal with complaints which are brought to my attention. General guidelines have been developed to assist those who may receive the initial complaint but more has to be done to apprise administrative and supervisory staff of the resources available through my Office to assist them in dealing with such cases.

3. Networking through information sharing and committee activity

Several circumstances have contributed to a higher profile for the Office Membership of the Equity Issues Advisory Group (EIAG), participation on a number of local and provincial committees and the exposure to individuals and offices which comes from casework activity have all been important in this regard.

I listed eleven committees in my annual report with which I have been actively involved. The external body which is most likely to have a continuing influence on the Office's development is the Network of University and College Anti Racism Offices (NUCARO). Membership in this group has already led to an unprecedented level of information sharing and consultation. I am optimistic that NUCARO's existence will make it easier to obtain provincial and national funding for joint projects beneficial to its membership and the institutions they represent.

In general, my professional development has been aided by my activities on the various committees. Not only are some committees important windows into the decision-making process, but they provide opportunities to showcase what this Office as a member of EIAG can contribute.

4. Training and education

I have referred above to the impact of casework activity on the priorities for the office. Nowhere is this more evident than under the heading of Training and Education. Although I have done presentations on an individual basis and in concert with offices responsible for other equity portfolios, there is still some way to go in the development of training and educational materials for delivery to all sectors of the community.

In my first annual report, I outlined plans for the development of training packages and publications. Important as these goals are, they must be seen in the context of the continuing requirement to deal with complaints as quickly and comprehensively as possible.

5. Casework activity

Dealing with complaints is always time-consuming and often very complex. I have received complaints from all sectors of the University community. Students have complained among members of the faculty, faculty members have complained against students and fellow faculty members, administrative staff have complained against supervisors or staff with similar status. A total of twenty-nine formal complaints were received over the period covered by this report. Thirty-three informal complaints were also filed by

persons wishing to voice concern over incidents involving themselves or others. Quite often, those filing informal complaints fear reprisal. The concern with sanctions results sometimes in some individuals choosing to remain anonymous.

As a direct result of the complaints process, I spend much of my office time on the telephone dealing with two hundred and fifty to three hundred calls a month. In general, I have had a good working relationship with departmental representatives who assist in the resolution of some cases. I am especially indebted to the Student Affairs Office for its ready willingness to act on students' concerns. Recently, the office of the Provost made a commitment to assist me, if the need arises, in securing the cooperation of divisional and departmental administrators as I deal with cases involving faculty members.

6. Summary

Over the next cycle I will continue to provide timely and efficient assistance to those concerned with issues which fall within the Office's mandate. The Statement on Prohibited Discrimination and Discriminatory Harassment has accelerated the need to apprise the University community of the resources available through this Office to assist departments in conflict resolution. The Advisory committee to the Office will assist in the review of such resources and work will continue on the design of a framework within which to deal with complaints.

I have referred above to the principal responsibilities which compete for my time. As the caseload becomes more manageable I should be able to divide my time more equitably among them.

EIAG has increased the effectiveness of its individual member offices and as the group contributes to the many equity-based discussions that have arisen recently, the University will come to fully appreciate the valuable contributions we can make to policy development.

I am grateful for the support of my colleagues within EIAG, the members of the Advisory Committee to the Office, and those individuals and groups for whom the creation of the office was a welcome development.

Kelvin Andrews
Race Relations and Anti Racism
Initiatives Officer

SPECIAL SERVICES TO PERSONS WITH A DISABILITY

This has been the most challenging year in the history of the department. After years of growth in the provision of services and in the building of a professional staff, insufficient resources, specifically the reduction in the MET Special Accessibility Fund allotment, which was announced two months into the fiscal year, had a significant impact on the operation.

To compound the situation, there was increased demand for services; users increased by 14% over the previous year whereas the designated allotment declined by approximately 17%. As in preceding years, both the number of students writing and the number of tests/exams written have increased over the last year. During 1993/94, there was an increase in the number of test written each month over those written in 1992/93. Clearly, the provision of authorized alternative tests/exams is on-going throughout the academic year; securing suitable space in which to locate them is an issue as is the

expenditure on the necessary invigilation.

Of particular note, is that there was a 20% increase in the total number of tests/exams written on all three campuses; the increase for the term was 25% and the final exam period 8%. The overall increases on each campus ranged from 18% at Erindale to 45% at Scarborough. Regarding the number of students who wrote, there was an even greater increase in that the total increase over the year, including all three campuses, was 30%, ranging from 10% at Erindale to 36% at St. George. Please refer to the following tables.

**NUMBER OF STUDENTS WHO RECEIVED SERVICE
ALL CAMPUSES
COMPARISON BETWEEN 1992/93 TO 1993/94**

	1992/93	1993/94
LEARNING DISABLED	400	402
VISUALLY IMPAIRED	47	52
HARD-OF-HEARING & DEAF	37	38
MOBILITY	91	90
MEDICAL	99	140
FUNCTIONAL	108	154
SPEECH	6	10
HEAD INJURY	32	36
OTHER	85	146
TOTALS	905	1068
TOTAL NUMBER OF STUDENTS *	854	974

* Some students have more than one disability.

TABLE 1

**COMPARISON BETWEEN ACADEMIC YEARS 1992/93 AND 1993/94
NUMBER OF TESTS/EXAMS WRITTEN**

	1992/93				1993/94			
	ST.GEO	SCAR.	ERIN.	TOTAL	ST.GEO	SCAR.	ERIN.	TOTAL
SEPT.	2	0	1	3	1	0	2	3
OCT.	131	26	69	226	170	47	92	309
NOV.	124	33	45	202	178	53	57	288
DEC.	256	54	104	414	356	73	106	535
JAN.	73	14	31	118	76	19	31	126
FEB.	187	45	53	285	185	59	80	324
MAR.	149	26	38	213	157	32	46	235
APR.	76	79	46	201	105	118	40	263
TERM TOTAL	998	277	387	1662	1228	401	454	2083
FINAL EXAM	450	96	131	677	471	125	135	731
YEAR TOTAL EXAM	1448	373	518	2339	1699	526	589	2814

TABLE 2

**COMPARISON BETWEEN ACADEMIC YEARS 1992/93 AND 1993/94
NUMBER OF STUDENTS WHO WROTE TESTS/EXAMS**

	1992/93				1993/94			
	ST.GEO	SCAR.	ERIN.	TOTAL	ST.GEO	SCAR.	ERIN.	TOTAL
SEPT.	1	0	1	2	1	0	2	3
OCT.	76	16	33	125	94	17	46	157
NOV.	78	19	28	125	110	22	36	168
DEC.	131	20	46	197	166	31	49	246
JAN.	57	11	24	92	50	15	24	89
FEB.	109	19	34	162	110	27	46	183
MAR.	97	17	25	139	105	22	33	160
APR.	58	29	26	113	76	54	30	160
FINAL EXAM	190	41	58	289	259	50	67	376

TABLE 3

Positions vacated by staff members who were on sick leave and maternity leave and who left the province were not filled; casual staff hours of those providing office support and direct service were reduced; notetakers became volunteers; very little equipment was purchased and drop-in office hours reduced.

We took the opportunity to begin a review of procedures, in particular relating to tests/examinations and notetaking services and the protocols for the assessment of learning disabilities. Streamlining has occurred but there is no doubt that the reduction in the staff complement has resulted in a delay in service delivery.

Collaborative endeavours with other divisions in the University have been particularly significant this year, for example: membership in EIAG (Equity Issues Advisory Group) has been invaluable in providing the opportunity for input on issues and the development of joint initiatives; the link with the Occupational Therapy Department has enabled placement students to be involved in service delivery; participation with the SAC Wheelchair Access Committee has resulted in many projects in progress; the joint initiative with UTCC (Computing and Communications) has furthered the development of ATRC (Adaptive Technology Resource Centre) and the contracting by HR (Human Resources) of one of Special Services professional staff has been beneficial to both departments.

Even though the office has been established since September 1980, the number of students contacting the service still continues to rise each year. To respond in as appropriate and timely manner as possible to the increased caseload, being cognizant of the limits on resources and legislative requirements will be our first priority for the coming year.

The increasing caseload and human rights implications of delay in the delivery of accessibility services will continue to present enormous challenges to the Service, especially with a further staff reduction effective May 1994. Emphasis will be placed on streamlining procedures and protocols to improve the flow through the office and on looking at the criteria for determining accommodations. The availability in 1995 of more space in the Koffler Centre will improve efficiencies and cohesion for both staff and students. Although the office automation project was abandoned last year for financial reasons, it will be reconsidered for feasibility in the light of the move and increased pressure on the office. Above all, we will endeavour to provide a level of professionalism appropriate to a premier university.

Another priority will be to develop educational materials and to explore additional opportunities to raise awareness of disability-related issues. More in the series of fact sheets will be produced, in particular, one directed at the faculty to emphasize that there is a process of assessment to ensure that the granting of accommodations is not automatic and that students with a disability are at nei-

ther a disadvantage nor an advantage. The monograph, *Speak for Yourself*, comprised of the personal stories of nine students, will be launched as outside funding has been found. Publications of another issue of *Insights* will be produced if funds permit.

Seeking and considering opinions and suggestions from users in order to maintain a high level of client-centred services has always been crucial to the development of our services and it will be particularly so in the upcoming year as we grapple with the budgetary constraints.

Eileen Barbeau,
Special Services to Persons with a
Disability

SEXUAL HARASSMENT EDUCATION, COUNSELLING AND COMPLAINT OFFICE

ANNUAL REPORT

1 SEPTEMBER 1993 TO
30 JUNE 1994

UNIVERSITY OF TORONTO

INTRODUCTION

The University's Sexual Harassment Policy represents a powerful statement of our intent to achieve equity and to counter harassment through education; the procedures for dealing with complaints provide a mechanism for redress when we cannot meet this ideal.

I will always regard the educational work of the office as the most central to our overall objectives. It reaches innumerable more people; it is preventive, rather than simply remedial; it articulates the community responsibility for preventing and addressing discriminatory conduct; and it stimulates discussion of issues - of sexual politics and sexual ethics, of freedom of expression, of gender relations, of conflict resolution, of interpersonal communication, of cultural difference, of the rights and responsibilities of teachers and students - which are pivotal in the lives of most people, and are of cardinal importance in the intellectual life of the university.

However, the immediate demands of casework will inevitably take precedence in the work of the office, and in the past ten months these demands have been perhaps more than usually insistent. The number of cases has not increased; new complaints arrive in the office at a rate of about twenty a month. I suspect that this levelling off is at least in part because of limited resources: the less persevering callers will be deterred by any delays in responding to their messages. The more persevering callers, however, are bringing forward complaints of an increasing intricacy, difficulty and intractability. The number

Note: this Annual Report covers a ten-month period only. This brings it in line with the academic year.

COMPLAINTS

FORMAL COMPLAINTS: 37

Constituency of complainant and respondent					
	staff respondent	faculty respondent	graduate respondent	u/graduate respondent	total
Complainant:					
staff:	4	1	3	-	8
faculty:	-	-	1	-	1
graduate:	1	-	11	-	12
undergraduate:	1	6	4	5	16
total	6	7	19	5	37

Gender of complainant and respondent			
	Female respondent	Male respondent	total
Female complainant	-	33	33
Male complainant	2	2	4
total	2	35	37

Form of sexual harassment			
Part A s. 1(f)(i) promise of reward	8*	harassment based on sex	35
Part A s. 1(f)(ii) threat of reprisal	8*	harassment based on sexual orientation	2
Part A s. 1(f)(iii) physical conduct	18*		
Part A s. 1(f)(iv) verbal conduct	37*		
sexual assault	-		
physical assault	1		

*complainants usually refer to more than one form of harassing behaviour by respondents

Outcome of Formal Complaints	
Withdrawn before stage 1	-
Resolved at stage 1: informal resolution	24
Withdrawn before stage 2	1
Resolved at stage 2: mediation	8
Withdrawn before formal hearing	-
Disposed of in formal hearing	-
Suspended during other proceedings	2
Dismissed	-
In progress	2

of Formal Complaints has increased by more than 50%, and there has been an increase in the number of complaints which are presented in the form of claims against the University, rather than against specific individuals. These are necessarily more time-consuming and require a particular kind of attention and close scrutiny.

As always, it has been important to establish clear priorities for the office in terms of educational work and projects. In the last ten months the principal focus has been on developing training materials on the full range of university policy and practice relating to equity and access; in providing training in university policy and resources to administrators and managers; and in contributing to policy development in respect of conflict of interest, and of physical and verbal harassment other than sexual harassment.

NATURE OF COMPLAINTS

In the last ten months the office received 185 complaints, of which 37 became Formal Complaints under the *Policy and Procedures: Sexual Harassment*. A complaint becomes a Formal Complaint at the election of the complainant, so long as the criteria set out in the Policy are met. The conduct described must fall within the

University's definition of sexual harassment; the incidents described must have occurred within the prescribed time limit, and in a place or in the course of activities over which the University has jurisdiction; and the respondent must be within the compass of University regulations.

Formal Complaints

Of the 37 Formal Complaints, 24 were resolved at *Stage 1: Informal Resolution*. In general this signifies an agreement between the parties as to appropriate future relations, and apology or reparation. In three instances the complaint was made against the University, for failing to prevent the conduct alleged. One of these complaints was withdrawn, and two were resolved or otherwise settled. Two complaints were suspended because the complainant elected to use external procedures. Eight were resolved in *Stage 2: Mediation*, again with an agreement between the parties. Two are still in progress. None proceeded to *Stage 3: Formal Hearing*.

Informal Complaints

There were 148 informal complaints. As in past years, just under half of all complaints were from undergraduate students, although undergraduates were less likely to make Formal Complaints. Graduate stu-

INFORMAL COMPLAINTS: 148

Constituency of complainant and respondent							
	staff respondent	faculty respondent	graduate respondent	u/graduate respondent	anonymous respondent	off campus	total
Complainant:							
staff:	11	2	2	5	4	4	28
faculty:	-	2	2	3	-	2	9
graduate:	1	8	15	1	1	2	28
undergraduate:	3	16	5	31	5	9	69
off campus:	-	2	1	1	-	10	14
total	15	30	25	41	10	27	148

Gender of complainant and respondent			
	Female respondent	Male respondent	Unidentified respondent
Female complainant	9	112	-
Male complainant	5	19	3
total	14	131	3

Form of sexual harassment			
Part A s. 1(f)(i) promise of reward	6*	harassment based on sex	94
Part A s. 1(f)(ii) threat of reprisal	6*	harassment based on sexual orientation	19
Part A s. 1(f)(iii) physical conduct	55*	[conduct not covered by policy]	35]
Part A s. 1(f)(iv) verbal conduct	86*		
sexual assault	11*		
physical assault	6*		

*complainants usually refer to more than one form of harassing behaviour by respondents

Reasons for not using the Formal Complaints Procedure	
Fear of repercussions	23
Complaint out of time	6
Party/parties outside jurisdiction	27
Respondent anonymous or unknown	10
Behaviour outside definition	35
Criminal proceedings initiated	12
Other proceedings initiated	13
Sought advice/counselling only	13
Complaint adjudged frivolous/vexatious	4
Complaint adjudged unfounded	4
Respondent covered by collective agreement	1

dents and non-academic staff accounted for about 20% of complaints each; 6% were from faculty members and 9% were from individuals from outside the University.

Most of the harassment complained of does not fall into the category of "quid pro quo" harassment, that is, where there is a clear attempt at sexual coercion through the abuse of power. Only eight of the 37 Formal Complaints and six of the 148 informal complaints involved such claims. Complaints made by staff members were most likely to be about other staff members; complaints from undergraduates were most likely to be about other undergraduates; and complaints from graduate students were most likely to be about other graduate students. On the other hand, there were only two complaints, both informal, from faculty members about other faculty members.

It is not surprising that such a high proportion of complaints - 79 of the total, formal and informal, of 185 - should arise within peer relationships. People are harassed by people in their immediate vicinity. A large proportion of complaints from and about students arise in the context of relationship breakdown. Besides, conduct of the kind most often complained of is

not in general bizarre or in any way extraordinary. It involves words or actions which are indeed "intimidating, hostile or offensive", as specified in the Policy, but which have been brought within the ambit of human rights legislation only within the last 15 years. At least half of respondents to Formal Complaints express surprise that their misconduct has provoked a complaint, and will defend it as "nothing unusual" or "not that serious". The facts alleged by the complainant are only rarely the subject of disagreement between the parties; it is the significance of these facts which is debated.

Moreover, it is important to approach the statistics collected by offices such as the Sexual Harassment Office with some care. The information garnered is information about the rate of complaints, and about this only. It cannot be used as any indicator of the incidence or prevalence of sexual harassment in the University, or within particular divisions, or communities, or constituencies within the University. It does not amount to any sort of quantitative survey. It tells us something about those who contact the office; it tells us nothing about those who do not. This is not to suggest that the statistics are not useful, and certainly it has been possi-

ble to detect trends in the nature of complaints. Most importantly, an analysis of the complaints received provides a focus for the development of training and policy priorities. However, it is important to bear in mind that the only phenomenon that is being measured with any real accuracy is the use of the office and of the Policy.

COMPLAINTS OUTSIDE THE SCOPE OF THE POLICY AND PROCEDURES
Of the 148 informal complaints, 79 could not be dealt with through the *Policy and Procedures: Sexual Harassment*. Six concerned conduct that had occurred more than six months previously. One concerned a respondent in a trade union, whose collective agreement covered the situation described. In ten cases, it was impossible to proceed under the *Policy* because the harassment had been anonymous and the respondent could not be identified.

Definition

In 35 cases, the behaviour described did not fall within the University's definition of sexual harassment. In some cases the complainant knew this, and simply sought general advice; in others the allegations were of conduct that was "based on sex or sexual orientation" but was not "directed at" the complainant in particular. These included complaints about classroom conduct and media items. In these instances the complainant has the option of airing the concerns with the person responsible, or with the appropriate administrator or supervisor.

With the formation, in June 1993, of the Equity Issues Advisory Group, and with the April 1994 passage into University statute of the *Statement on Prohibited Discrimination and Discriminatory Harassment*, there has also been a slight increase in calls to the office concerning harassment based on factors other than sex or sexual orientation. There have been three complaints about harassment based on disability, and four about sex discrimination, discrimination based on family status, or religious discrimination. It has been my role, as convenor of the Equity Issues Advisory Group, to refer complainants to the appropriate office within the University, and to offer such assistance as is needed in addressing the issues.

Jurisdiction

There were also 27 complaints which fell outside the office's jurisdiction because the respondent was not covered by the *Policy*. This included a number of complaints about individuals whom the complainants understood to be members of the University community. Hitherto, St. Michael's University, Victoria University and Trinity College staff, and divinity faculty and students in these colleges, have not come within the compass of *University Policy*. This has changed with the decision made this year by each of the three colleges to adopt the *University Policy*.

Off-Campus Complaints

The office also receives an appreciable number of complaints where neither party has any connection to the University.

These result from external referrals, or in response to media coverage of the office. There is clearly a need for resources on sexual harassment that are more generally available to the public. In June 1993, a number of women from Toronto community organisations, advocacy groups and advice centres met to discuss this issue. As a result, the Workplace Harassment Action Taskforce was founded. Thus far it has developed workshops for community workers dealing with calls about harassment, and has prepared a guide to services for women who have been harassed in the workplace. I have been and remain closely involved with the work of the Taskforce, not least because it relieves some of the pressure on my office.

MEDIATION

With the increasing number of Formal Complaints, it is important to ensure that the office has access to a group of trained and skilled mediators. Last summer I undertook to double the size of the pool of mediators, and to increase its diversity. The choice of mediator in a Formal Complaint is critical. I need to ensure that the person selected can work effectively and comfortably with both parties and with the issues raised. Given that no agreement has been reached at *Stage 1*, I need also to choose someone who can gain a ready understanding of the questions in dispute and of the tenor of the conflict. I do not regard it as the mediator's goal to secure an agreement; rather, the task of the mediator is to enable the parties to determine whether, and how, resolution is possible within mediation.

The office uses volunteer mediators drawn from the University community. Although I have now secured the services of a number of dedicated and talented people, I am aware that University staff are rarely able to make large time commitments. Moreover, the commitment involved in mediating a complaint of sexual harassment will always be unpredictable. It may be that in the future I need to consider the question of payment for mediation services.

There is a critique of the use of mediation in resolving complaints about conduct which is acknowledged to be wrongful. The view is often put that miscreants should simply be disciplined. I disagree. My experience is that both complainant and respondent make good use of the opportunity to communicate with one another directly, that the respondent learns a great deal from listening to the complainant's description of the effects of harassment; and that a resolution which has been shaped and negotiated by the parties has a greater chance of success.

POLICY DEVELOPMENT

Physical and Verbal Harassment

The University has now adopted a *Statement on Prohibited Discrimination and Discriminatory Harassment* which makes explicit our commitment to dealing with complaints of harassment and discrimination based on every ground of discrimination prohibited under the

Ontario Human Rights Code. These include race, creed, disability, age and family status. The Equity Issues Advisory Group is charged with a general responsibility for receiving complaints and assisting in their resolution. The predominant view, however, was that in general complaints should be resolved through the ordinary disciplinary machinery of the University, under the aegis of those administrators who are responsible for that machinery. Thus a complaint about discrimination by a faculty member would be addressed to the department chair, and a complaint about a student would proceed through the *Code of Student Conduct*. Work is currently underway to develop, for the *Code of Student Conduct*, definitions of discriminatory harassment and criminal harassment which will command the support of the University community.

Conflict of Interest

The office periodically receives complaints or queries about consensual sexual relationships between faculty members and students. The *Policy and Procedures: Sexual Harassment* precludes complaints about consensual behaviour by definition. However, there is an anomaly here. If an individual is offered a sexual quid pro quo, and refuses it, there is a basis for a sexual harassment complaint. If, on the other hand, the quid pro quo is accepted, any resultant sexual conduct is consensual. The consent procured from someone who seeks to derive a benefit from the quid pro quo is very different from the "consent" obtained under threat of reprisal, but the *Policy* does not differentiate. Certainly the *Policy* could cover instances of obvious coercion; but in general this has not been the issue. An individual will describe a consensual relationship which has now ended, and will observe that in retrospect it appears that there was an obvious quid pro quo. Usually the interaction described occurred well outside the time limit of six months; and in most cases it is impossible to go back and reopen the question of the nature, or underlying motivation, of that initial consent.

We have taken the view that it is not possible or desirable to prohibit faculty-student relationships. However, it was evident that our existing policies on conflict of interest did not adequately address the very real concerns that arise when the professional and personal relationships of teachers and students overlap. Our new *Policy on Conflict of Interest* provides that any person who is in a position to confer academic, financial or other benefits upon a person with whom they have, or have had, an intimate personal relationship, must seek guidance from their supervisor. In most cases it would be my expectation that steps would be taken to dissolve the professional relationship between the parties, so as to eliminate conflicts of interest and to prevent abuses of professional authority.

EDUCATION AND PUBLIC AWARENESS

Education and training about sexual harassment has increasingly been integrated into general training provision within the

University. Undergraduate students are reached through the widespread distribution of leaflets; through don training and the training of orientation leaders; and through guest classroom lectures and occasional public events. Graduate students are reached through TA training sessions, and through departmental meetings. Supervisors of unionised and non-unionised staff receive training about their responsibilities and resources through the training programs offered by Labour Relations and Staff Development. Academic administrators are reached through training organised by the Provost's office, and through departmental meetings; and faculty training has been offered within departmental and divisional meetings and in co-operation with UTFA.

Requests for workshops and lectures continue to increase. In particular, with the creation of the Equity Issues Advisory Group and the promulgation of broader University policy on discriminatory harassment, there is a growing demand for training and materials which address the full range of policy and resources. I have been working closely with my colleagues to respond to this demand, although I am mindful of the need to ensure that we do not attempt to save time by conflating the issues or by over-simplifying.

I am also conscious that some forms of public education are more effective than others. Classroom lectures are usually well-attended, and the audience is alert; on the other hand, people who attend public lectures are more likely to have very specific interests and concerns. Managers and supervisors have an obvious investment in knowing how to deal with complaints, whereas many people who attend discussions at departmental meetings are of the opinion that they will never need the information. In my experience, people who have attended a training session are much more likely to refer complaints to the office, or, when they have some responsibility for handling them, to handle them well. Similarly, people who are conversant with the *Policy* and with the issues it addresses are much more likely to be contacted by others for advice or assistance. In particular, supervisors and academic administrators who are responsive to people's concerns will hear more about these concerns. They are thus in a better position to prevent conflicts from escalating.

In some areas, I believe that the educational initiatives undertaken by the office have been ineffective, and need to be refocused. Most particularly, I think that the energy expended in working with orientation co-ordinators and leaders, in an effort to reduce the high incidence of complaints about orientation, has been misdirected. Educational work needs an educational context, and some agreement about shared objectives. Orientation leaders are often highly resistant to anything that may be construed as an effort by the administration to take over from them: orientation has been primarily student-run, and has been conceived as primarily a social event. "Traditional" orientation events are rarely structured in a way which is conducive to public education on sexual

harassment, and take place in an atmosphere in which students are perhaps at their least receptive to administrative dictates about how they should conduct themselves. Unfortunately, also, for a significant number of entry level students orientation is an unpleasant and alienating experience. Rather than trying, with the brief opportunities available, to transform people's understanding of "welcome" and "inclusive" partying, I believe we need to concentrate on supporting the development of alternative programmes, so that entry level students can exercise more choice about the activities they engage in, and can refuse the activities that make them uncomfortable. I am heartened by the initiatives taken by the Provost office in promoting the development of faculty-run alternatives for students, and plan to shift my own focus to the development of further such initiatives.

COMMITTEES

I currently serve as the Convenor of the Equity Issues Advisory Group. I am also a member of The Community Advisory Board on Campus Safety and Security, of the Advisory Committee to the Status of Women Officer, and the Committee on Homophobia. In the last ten months I served on the President's Advisory Committee, the Committee to Review Policy on Physical and Verbal Harassment, and the Mediation Pilot Project. I am a member of the Steering Group for the Ontario Association of Sexual Harassment Advisors. This latter was established following the publication of guidelines from the Ministry of Education on harassment and discrimination policies in universities. A widespread consultation exercise followed the publication of these guidelines, and it became clear that Sexual Harassment Officers were not being included in this. The MET's rationale for this was that we were not accessible through any regional organization. Notwithstanding the MET's particular concerns, it was evident to many of us that we would benefit from more regular contact, and in particular from the opportunities thus afforded to share knowledge, resources and skills.

Paddy Stamp
Sexual Harassment Officer
September 1994

THE STATUS OF WOMEN OFFICE

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office is broad — it encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the removal of all systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Specifically, the responsibilities of the Status of Women Officer include:

- * pursuing the goal of full gender equity at the University by being involved in the development of policies and practices that will contribute to this goal and by working to be an effective catalyst for change;
- * working, through education and advocacy, to create an environment free of sexism and heterosexism;
- * advising the President and other senior administrators on issues and concerns relating to the status of women at the University;
- * initiating and assisting research into the status of women at the University;
- * organizing and sponsoring activities relevant to women at the University;
- * communicating and working with other individuals involved in women's issues both inside and outside the University.

The Office has undergone a great deal of discontinuity and change since August 31, 1992 when Lois Reimer retired. Lois had been the University's Status of Women Officer since the establishment of the Office. In that time she gave women's concerns a credibility that had previously been lacking. She established various networks including an Advisory Committee to the Office. She was instrumental in the establishment of the Sexual Harassment Office and the Personal Safety Office. She encouraged and sponsored special events and made information available about women at the University available. On her retirement President Prichard established a committee to review the role and mandate of the Office and to make recommendations for future directions. The Review Committee reported on October 31, 1992 and emphasized the need for a high profile and dynamic Office which could play a prominent role in representing the concerns of women staff, students and faculty.

The Office was staffed on an temporary part-time basis from September 1, 1992 until July 1, 1993, on a temporary full-time basis from July 1 1993 to January 31, 1994, and again on a temporary part-time basis from the middle of February, 1994 until the end of June 1994. On July 1, 1994 Professor Rona Abramovitch was appointed the Status of Women Officer for a three year term.

This report covers the time between July 1, 1993 and June 30, 1994 and provides an account of the general functioning of the Office during a period of change and adjustment. Despite the discontinuities and lack of full-time staffing, the Office made a number of significant contributions to the life of the University.

The Office was active in responding to the Provostial White Paper, *Planning for the Year 2000*. The goal of the Office was to ensure that gender and equity issues be fully integrated into the planning exercise. The White Paper focuses on the theme of excellence. We argued that any definition of excellence must have equity at its core

and that there is no tension between the goals of equity and excellence. Thus, in the Status of Women Office's response to the White Paper we stated that "to the extent that we have systemic barriers that keep certain people from either getting into the system or staying in it, we are seriously limiting ourselves for no good reason. As soon as barriers are removed the pool of excellent people and of excellent ideas increases substantially. If the University is a place where we value diversity of thought, a place where we want to encourage creative debate, then we must dismantle all of our barriers so that all excellent people have equal access. Focusing on equity is not at the expense of excellence but rather in the service of excellence."

Each year the Status of Women Office organizes events to promote awareness and understanding of gender issues. One important event is the anniversary of the murder of fourteen women at the Ecole Polytechnique of the University of Montreal on December 6, 1989. The Office organized the December 6 event for 1993 and also organized and/or participated in other campus events (workshops, seminars, lectures, student orientation) related to women's issues. For example, Judy Rebick, former NAC President, gave the eighth Women's Centenary Lecture entitled, "Are We Persons Yet: Women and the Federal Elections", and the Office sponsored a slide show by Anne Rochon Ford on the history of women at the University of Toronto.

The Office participated in meetings of the Equity Issues Advisory Group and when appropriate coordinated efforts with other Equity Offices. The Status of Women Officer met regularly with members of the University administration and attended meetings (for example Academic Board and University Affairs Board, Personnel Policy Board) at which policy relevant to gender issues was being discussed.

The Office was also involved in the work of the Status of Women Committee for the Council of Ontario Universities (COU). Rona Abramovitch, the current Officer and the temporary Officer from February to June 1994, was appointed to this committee for a two-year term which began in November, 1993. Participation on this committee enabled the Office to contribute to an inter-university discussion and exchange with respect to a wide range of women's issues. One of the committee's projects for the year was a survey of human rights structures at Ontario universities.

Over the course of the year the Status of Women Officer dealt with a number of individual problems and questions. Any member of the University community is welcome to contact the Office with concerns, complaints, issues or ideas. The Office has addressed issues of systemic discrimination (the concern that there may be something discriminatory in a policy or procedure) and of individual discrimination (an instance of discrimination against a specific individual based on gender). The problems brought to the Office this past

year involved staff, faculty and students (graduate and undergraduate), and had in common concerns about discriminatory acts or decisions based on gender.

The Office also supplies information on policies, procedures, resources, services, statistics and initiatives regarding women and women's issues at the University. Anyone is welcome to call with questions or with suggestions for change, or simply to find out if the Status of Women Office is the appropriate office for their question or concern. In the past year the Office has responded to numerous inquiries regarding the status of women at the University: questions about history, current numbers, events, programs, policies.

The Status of Women Officer works with an Advisory Committee. The Advisory Committee provides a sounding board for proposals and ideas and recommends actions and directions that the Office should take. One of the specific recommendations of the Review Committee had been that the Advisory Committee to the Office be representative of University groups with an interest in women's issues and specifically that there be representation from Erindale College and Scarborough College. Over the course of the year membership on the committee was broadened to include representatives from a large number of groups at the University, including student groups, the Staff Association, the Faculty Association, the Women's Centre, some union locals, gender issues committees, The Equity Issues Advisory Group, and individuals involved in almost all aspects of University life from all three campuses.

Priorities for 1994/95 were established in consultation with President Prichard, the Equity Issues Advisory Group and the Advisory Committee to the Status of Women Office. Due to the discontinuity and change since August 1992 an important priority is to reestablish the profile of the Office. Another important priority is to address substantive issues as they arise in the course of meetings and consultations. These will include training of academic and non-academic administrators with respect to gender and equity issues; orientation; staff career development; development of policies and practices to facilitate employment equity; and faculty mentoring. The Office will continue to organize and participate in events designed to promote awareness of gender issues.

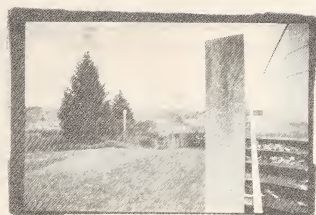
Rona Abramovitch
Status of Women Officer



PROGRESSION

Erindale College's revised master plan

TOLDEN



Centre, left and above: bare concrete and sharp geometry characterize Erindale's South Building and contrast with the natural landscape.

ROB ALLEN

fundraising stage, at the geographical centre of the campus, roughly mid-way along the "five-minute walk." This busy pathway is Erindale's spine, leading from the large Star Trek-inspired South Building — a portion of the Moriyma plan that was realized — through a wooded area to the relatively isolated North Building. The centre's location will break up the walk into shorter segments and have the effect of bringing the North Building closer to the campus' main activities.

The opening in 1990 of the Kaneff Centre for Management & Social Sciences has put principles now in the master plan to the test. It uses materials and colours that harmonize with nearby structures like the South Building with its bare-concrete "brutalist" style. But its shape is smaller and friendlier, built around a circular, well-protected grassed area overlooked by glass-walled corridors. "It's really fit in well," says Glenn Walker, Erindale's chief administrative officer. "It ties the whole area together."

Unlike previous attempts, the updated plan does not try to enforce future development. The availability of capital and changes in philosophy are difficult to predict, the plan declares. "Campus master plans have failed as often as they have succeeded. Plans have succeeded when ... they have been realistic about resources and municipal plans, when they have provided a process for implementation and when they have allowed a healthy margin of

flexibility in view of changing environments."

One change this plan anticipates is the sale of property in a geographically isolated corner of campus. U of T has applied to have one piece of land divided into 14 or 16 lots, north of the campus, says Diana Rusnov, acting manager responsible for the area in Mississauga's planning and building department. She expects the area will be sold off for single-family homes when the real estate market improves. "Approvals will be in place and then it will be basically up to the University to decide what they're going to do with it."

There are no plans, however, to build on the forested area around Lislehurst. The 1928 mansion sits on a bluff with a nice view over the Credit River. Once the home of the estate's owner, Lislehurst was purchased by U of T in 1964 and has been preserved as the college principal's official residence.

A few of Erindale's problems are expected to remain vexing, parking and public transit among them. "Basically the presumption with Erindale is that you don't have the same access to public transportation as the St. George campus," Sisam says. "That's the nature of Mississauga." While the City of Toronto actively discourages car-supporting infrastructure, Mississauga has invested heavily in roads.

The result is a problem Erindale College shares with its host city: parking must be provided and at reasonable rates. The

demand for more parking spaces (there are currently 2,000) and garages conflicts with the plan's desire to preserve the landscape. Fortunately bus service to the college has been improving and three Mississauga transit routes pass through the campus.

In other ways Erindale is a comfortable fit for a suburban city. Mississauga zoning bylaws consider U of T a government agency, which means it does not require quite the same complicated approvals process as private sector development, Rusnov says. But U of T has been undergoing the more rigid process; as a result Erindale's buildings and traffic patterns conform closely to those of the surrounding community, she notes. For instance Erindale pioneered the use of townhouses in place of high-rise dormitories for its students; they harmonize with the low-rise homes of the surrounding residential neighbourhood. The plan recommends this policy be continued if more campus housing is built.

The area's city councillor, Katie Mahoney, says the municipality and the neighbourhood take great pride in Erindale. "I certainly feel proud and I think the rest of the community feel the presence of the University of Toronto has added immeasurably to the community," she says. "From a planning point of view, we are delighted with the way it has developed, protecting so much of the Credit River area just as God gave it to us."

Erindale's plan is no blueprint for a World's Fair. Of late the biggest change on the campus has been the long overdue repainting of public areas in the busy, all-purpose South Building. But like a coat of paint, small plans have their place. In the 90s user-friendliness has replaced imposing design as the way to build and Erindale is right in step.

EVENTS



LECTURES

HIV/AIDS and Women: Psychosocial Concerns.

MONDAY, NOVEMBER 7
Dr. Alexandra Beckett, Beth Israel Hospital; Rosenstark lecture series. Earth Sciences Centre. 4:30 p.m.

Information Technology for More Responsible Environmental Decisions.

TUESDAY, NOVEMBER 8
Prof. John Danahy, School of Architecture & Landscape Architecture; Computer Science; In Theory, Practice, Applications and Implications series. 1105 Sandford Fleming Building. 11 a.m. Computer Science and ITRC

One War After Another

TUESDAY, NOVEMBER 8
Prof. Samuel Hynes, Princeton University; second of four Alexander lectures on The Soldier's Tale: Narratives of War in the 20th Century. 140 University College. 4:30 p.m.

The Scientific Analysis of the 36-Line Bible.

TUESDAY, NOVEMBER 8
Prof. William Stoneman, Princeton University; Thomas Fisher Rare Book Library. 8 p.m. Friends of the Fisher Rare Book Library

What Happened in Nam.

WEDNESDAY, NOVEMBER 9
Prof. Samuel Hynes, Princeton University; third of four Alexander lectures on The Soldier's Tale: Narratives of War in the 20th Century. 140 University College. 4:30 p.m.

A Retrospective on 40 Years in Nutrition.

WEDNESDAY, NOVEMBER 9
Prof. George H. Beaton, Department of Nutritional Sciences; Edna W. Park lecture. Hart House Theatre. 7:30 p.m.

The Barnes Exhibit at the AGO.

THURSDAY, NOVEMBER 10
Martha Kelleher, Art Gallery of Ontario; Canadian Perspectives series. Council Chamber, South Building, Erdine College. 10 a.m. Tickets \$9. Information and registration: (905) 828-5214.

The People of the Dead Sea Scrolls: Their Calendar and Identity.

THURSDAY, NOVEMBER 10
Prof. Em. Shemaryahu Talmon, Hebrew University of Jerusalem. 108 Koffler Institute for Pharmacy Management. 4 p.m. TST, Jewish Studies, Near Eastern Studies and Canadian Friends of Hebrew University

The Voices of Victims.

THURSDAY, NOVEMBER 10
Prof. Samuel Hynes, Princeton University; final Alexander lecture on The Soldier's Tale: Narratives of War in the 20th Century. 140 University College. 4:30 p.m.

The Bronze Riace Warriors and Their Controversy—These Men of Bronze Are Still Fighting.

THURSDAY, NOVEMBER 10
Prof. Brunilde Ridgway, Bryn Mawr; J.W. Graham lecture. George Ignatieff Theatre, 15 Devonshire Place. 5:30 p.m. Fine Art

Language and Lying—The Return of Ideology.

FRIDAY, NOVEMBER 11
John Ralston Saul, author; inaugural Innis

memorial lecture. Innis Town Hall, Innis College. 5 p.m. Innis and Harold Innis Research Institute

Defining Jainism: Reform in the Jain Tradition.

SATURDAY, NOVEMBER 12
Prof. John E. Cort, Columbia University; Shi Roop Lal Jain lecture. Croft Chapter House. 5:30 p.m. South Asian Studies

Physicians, Parliament and Euthanasia.

SUNDAY, NOVEMBER 13
Prof. Frederick Lowy, Centre of Bioethics. Auditorium, Medical Sciences Building. 3 p.m. Royal Canadian Institute

HIV/AIDS and Women: Clinical Manifestations.

MONDAY, NOVEMBER 14
Dr. Howard Minkoff, State University of New York at Brooklyn; Rosenstark lecture series. Auditorium, Earth Sciences Centre. 4:30 p.m.

Popular Assemblies in Babylonia in the First Millennium B.C.

TUESDAY, NOVEMBER 15
M.A. Dandamayev, Oriental Institute, St. Petersburg. Auditorium, Koffler Institute for Pharmacy Management. 8 p.m. Canadian Society for Mesopotamian Studies

Ariane Mnouchkine's Production of Les Atrides.

WEDNESDAY, NOVEMBER 16
Brian Singleton, Trinity College Dublin; Robert Gill Theatre, Koffler Student Services Centre. 3 p.m. Study of Drama

Archaeology in Nepal: An Emerging Discipline.

WEDNESDAY, NOVEMBER 16
Prof. Nancy Wilkie, Carleton College. Lecture room, McLaughlin Planetarium. 5:15 p.m. Archaeological Institute of America, Toronto Society

Whither Nuremberg? Medicine's Continuing Nazi Heritage.

SUNDAY, NOVEMBER 20
Prof. William E. Seidelman, Department of Family & Community Medicine. Auditorium, Medical Sciences Building. 3 p.m. Royal Canadian Institute

HIV/AIDS and Women: Epidemiology.

MONDAY, NOVEMBER 21
Dr. Catherine Hankins, Centre for AIDS Study, Montreal; Rosenstark lecture series. Auditorium, Earth Sciences Centre. 4:30 p.m.

Expert Systems for Industrial Process Control: A Study in Technology Transfer.

TUESDAY, NOVEMBER 22
Prof. John Mylopoulos, Department of Computer Science; Computer Science: Its Theory, Practice, Applications and Implications series. 1105 Sandford Fleming Building. 11 a.m. Computer Science and ITRC

COLLOQUIA

The Emergence of the Life Cycle of Permanent Income

Hypothesis: A Study in Theory Development, 1940-1952.
WEDNESDAY, NOVEMBER 23
Prof. J. Allan Hynes, Department of Economics. 304 Victoria College. 4:10 p.m. HFST

Marginality and Mobility: The Case of Afro-Caribbean Youth in British Society.

THURSDAY, NOVEMBER 30
Prof. Jewelle Taylor Gibbs, University of California at Berkeley. 5th-floor lounge,

246 Bloor St. W. 2 to 4 p.m. Social Work

Wittengstein on Fictivity of Meaning: Philosophical Investigations \$65-85.

THURSDAY, NOVEMBER 10
Prof. Warren Goldfarb, Harvard University. 179 University College. 4 p.m. Philosophy

Chaos, Control and Coherence.

THURSDAY, NOVEMBER 10
Prof. Troy Shinbrot, Northwestern University. 102 McLennan Physical Laboratories. 4:10 p.m. Physics

Jewish Christian Initiation of Gentiles in the Didache.

FRIDAY, NOVEMBER 11
Prof. Jonathan Draper, University of Natal. 123 St. George St. 11:30 p.m. Study of Religion

Hypersensitive Radical Probes in Enzyme Oxidation.

FRIDAY, NOVEMBER 11
Prof. Martin Newcomb, Wayne State University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. Chemistry

Who Betrayed the Dieppe Raid?

WEDNESDAY, NOVEMBER 16
Prof. John Campbell, McMaster University. Rigby Room, St. Hilda's College. 4 p.m. International Relations

Chemical Approaches to Bridged Biological Metal Assemblies.

FRIDAY, NOVEMBER 18
Prof. Richard Holm, Harvard University. 159 Lash Miller Chemical Laboratories. 3:30 p.m. Chemistry



SEMINARS

Quantum Optics in a Photonic Badger.

TUESDAY, NOVEMBER 8
Prof. Sajeer John, Department of Physics. 134 McLennan Physical Laboratories. 4 p.m. OLLRC

The Kinetics of Complex Chemical Processes.

WEDNESDAY, NOVEMBER 9
Prof. G.F. Froment, University of Gent, Belgium. 219 Wallberg Building. 12:30 p.m. Chemical Engineering & Applied Chemistry

Biochemical Basis of Cancer Chemotherapy Resistance and the Development of Treatment Strategies Based on Drug Resistance Modulating Agents.

WEDNESDAY, NOVEMBER 9
Prof. David Hedley, Department of Medicine. 4227 Medical Sciences Building. 4 p.m. Pharmacology

Retirement & Estate Planning.

WEDNESDAY, NOVEMBER 9
Richardson Greenshields, presenters; UTA financial planning seminar. Upper Library, Massey College. 7 to 9 p.m.

Ethnos & Demos:

A Political Theorist Looks at the Idea of the Nation.
THURSDAY, NOVEMBER 10
Prof. Bernard Yack, University of Wisconsin; Rethinking the Political series. 3059 Sidney Smith Hall. 12:30 to 2:30 p.m. Political Science

From Euphoria to Harsh Reality: Civil-Military Relations in Ukraine.

THURSDAY, NOVEMBER 10
Prof. Ivan Jaworsky, University of Waterloo; Boardroom, Multicultural History Society. 43 Queen's Park Cres. E. 4 to 6 p.m. Ukrainian Studies

Youth Perspectives with Regard to Over Population.

THURSDAY, NOVEMBER 10
Kathleen Pender, World Council of Churches; The Cairo Conference: Is the Future Female? series. Newman Centre. 7:30 p.m.

Sexual Conflict and the Evolution of Mating Patterns and Secondary Sexual Traits in Water Spiders.

FRIDAY, NOVEMBER 11
Locke Rowe, Department of Zoology. 3127 South Building, Erdine College. 12 noon. Erdine Biology

Housing Policy in South Africa: How Progressive is the Reality?

FRIDAY, NOVEMBER 11
Barry Pinsky, Rooftops Canada Foundation. Room 304, 455 Spadina Ave. 12:15 to 1:45 p.m. Urban & Community Studies

The contio and Its Rhetoric in Late Republican Rome.

FRIDAY, NOVEMBER 11
Prof. Robert Kallet-Mars, University of California at Santa Barbara. 204 Larkin Building. 3:10 to 5 p.m. Classics

The Role of the Mouse GLI Zinc Finger Gene Family in Embryogenesis and Cancer.

MONDAY, NOVEMBER 14
Dr. Chi-ching Hui, Hospital for Sick Children. 4279 Medical Sciences Building. 4 p.m. Medical Genetics

Elderly Patients' Preferences about Control at the End of Life.

TUESDAY, NOVEMBER 15
Merrijoy Kelter, Centre for Studies of Aging. Room 305, 455 Spadina Avenue. 4 p.m. Studies of Aging

Optical Properties of Concentric-Circular & Concentric-Spherical Bragg Cavities: The Concentric-Circle-Grating, Surface-Emitting Semiconductor Laser.

TUESDAY, NOVEMBER 15
Dennis Hall, University of Rochester. 134 McLennan Physical Laboratories. 4 p.m. OLLRC

ASEAN Perspectives on Human Rights & Democracy in International Relations: Problems and Prospects.

THURSDAY, NOVEMBER 15
Prof. Carolina Hernandez, University of the Philippines. Combination Room, Trinity College. 4:30 p.m. International Studies

After the Cairo Conference on Population and Development: The Agenda for Canadians.

TUESDAY, NOVEMBER 15
Panel discussion. From Mexico to Beijing: The Politics of Population. Prof. Lorna Marsden, Wilfrid Laurier University; Population and Conflict. Prof. Thomas Homer-Dixon. Peace & Conflict Studies. Empowerment of Women: Top-Down Population Control to Bottom-Up Women's Rights and Reproductive Health. Prof. Rebecca Cook, Faculty of Law; Population and Environment. Prof. Henry Regier, Institute for Environmental Studies. Hart House Theatre. 7:30 p.m. Tickets \$6. Reservations: 978-8668. Science for Peace

Significance of Urban Factors in Great Lakes Water Quality Management.

WEDNESDAY, NOVEMBER 16
Prof. Ron Shimizu, Institute for Environmental Studies. 211 Haultain Building. 4 p.m. IES

Protein Binding and Hepatic Drug Processing.

WEDNESDAY, NOVEMBER 16
Prof. K.S. Pang, Department of Pharmacology. 4227 Medical Sciences Building. 4 p.m. Pharmacology

Polish Deportees in Northern Russia, 1939-45: A Study of Stalinist Railroadings.

THURSDAY, NOVEMBER 17
Prof. Piotr Wrobel, Department of History. Upper Library, Massey College. 7 p.m. CREES and History

Vatican Perspectives on Population and Development.

THURSDAY, NOVEMBER 17
Thomas Roica, CSB, Newman Centre; The Cairo Conference: Is the Future Female? series. Newman Centre. 7:30 p.m.

Creating Identities: Political Economy, Political Sociology, Political Science.

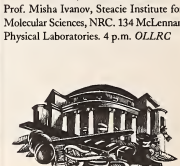
FRIDAY, NOVEMBER 18
Prof. Jane Jenson, University of Montreal; Rethinking the Political series. 3050 Sidney Smith Hall. 2 to 4 p.m. Political Science

The Use of Bioenergetics to Study Habitat Selection in Animals.

FRIDAY, NOVEMBER 18
Prof. Pierre Magnan, University of Quebec at Trois Rivières. 3127 South Building, Erdine College. 12 noon. Erdine Biology

From High Harmonics to Controlling Intense Field Atomic Processes.

TUESDAY, NOVEMBER 22
Prof. Misha Ivanov, Stracie Institute for Molecular Sciences, NRC. 134 McLennan Physical Laboratories. 4 p.m. OLLRC



MEETINGS & CONFERENCES

Planning & Budget Committee.

TUESDAY, NOVEMBER 15
Council Chamber, Simcoe Hall. 5 p.m.

Business Board.

THURSDAY, NOVEMBER 17
Council Chamber, Simcoe Hall. 5 p.m.



MUSIC

TRINITY COLLEGE Choral Evenson.

WEDNESDAY, NOVEMBER 9
AND NOVEMBER 16
Trinity College Chapel Choir; Robert Hunter, Bell, director. Trinity College Chapel. 5:30 p.m.

FACULTY OF MUSIC EDWARD JOHNSON BUILDING Jazz Orchestra.

WEDNESDAY, NOVEMBER 9
10 and 11 O'clock ensembles; Paul Read and Phil Nimmons, directors. MacMillan Theatre. 8 p.m. Tickets \$8, students and seniors \$5.

Thursday Noon Series.

THURSDAY, NOVEMBER 10
Stephen Ham, piano. Walter Hall. 12:10 p.m.

THURSDAY, NOVEMBER 17

Lecture/concert by Dennis Patrick, Faculty of Music, on Early Electroacoustic Music. Walter Hall. 12:10 p.m.

Faculty Artist Series.

SATURDAY, NOVEMBER 12
Lorna MacDonald, soprano, accompanist William Aude, piano. Walter Hall. 8 p.m. Tickets \$15, students and seniors \$10.

Noon Concert.

TUESDAY, NOVEMBER 15
Lecture/recital by Abner Baboof, Bar-Ilan University, and Sharon Burloff, Faculty of Music, on Four Hands and a Fortepiano. Walter Hall. 12:10 p.m.

Jazz Combos.

WEDNESDAY, NOVEMBER 16
Don Englert and Gary Williamson, directors. Walter Hall. 8 p.m.

U of T Symphony Orchestra and Chorus.

FRIDAY, NOVEMBER 18
Doreen Rao, conductor. MacMillan Theatre. 8 p.m. Tickets \$10, students and seniors \$5.

Concert Band.

SATURDAY, NOVEMBER 19
Stephen Chenette, conductor.

MacMillan Theatre. 8 p.m. Tickets \$5.

SCARBOROUGH COLLEGE Sunday Serenade.

SUNDAY, NOVEMBER 13
Dave Young Quartet. Meeting Place. 3 p.m.

HART HOUSE Jazz at Oscar's.

FRIDAY, NOVEMBER 18
The 10 and 11 O'clock ensembles; Paul Read and Phil Nimmons, directors. Arbor Room. 8:30 to 11 a.m.



PLAYS & READINGS

The Sound of a Voice and Tea.

WEDNESDAY, NOVEMBER 9
SATURDAY, NOVEMBER 12
Japanese and Asian American plays; Scarborough College Drama Club. Leigha Lee Browne Theatre, Scarborough College. 8 p.m. Reservations: 287-7189.

CONVOCATIONS

Convocation Hall.

MONDAY, NOVEMBER 21
Faculty of Arts & Science (except Erindale and Scarborough Colleges), Honorary graduate Mavis Gallant will address Convocation. Convocation Hall. 8:15 p.m.

TUESDAY, NOVEMBER 22
Scarborough and Erindale Colleges; professional faculties and Woodsworth College diplomas and certificates. Honorary graduate Sir David Robie Cox will address Convocation. Convocation Hall. 8:15 p.m.



EXHIBITIONS

SCARBOROUGH COLLEGE Contagious.

TO NOVEMBER 16
Andrew McPhail, new works on paper.

Chinese Brush Paintings.

NOVEMBER 21 TO DECEMBER 1
Jeremy Tsai, Chinese brush paintings. The Service. Gallery hours: Monday to Friday, 11 a.m. to 4 p.m.

VICTORIA COLLEGE

Wolf Arnold.

TO NOVEMBER 24
Photographs. Northrop Frye Hall. Hours: Monday to Thursday, 9 a.m. to 8 p.m.; Friday, 9 a.m. to 6 p.m.

SCHOOL OF ARCHITECTURE & LANDSCAPE ARCHITECTURE

Environmental Restoration

Habitat Creation.

NOVEMBER 7 TO NOVEMBER 24
Highlights include panels of Grenadier Pond, the Lower Don River rehabilitation

tion project and the Dunkers Flow Balancing System proposed to remove pollutants from stormwater at Scarborough Bluffs. SALLA Gallery, 230 College St. Gallery hours: Monday to Friday, 9 a.m. to 5 p.m.



MISCELLANY

Noon Hour Quiet Sitting

MONDAYS AND TUESDAYS,
NOVEMBER 7 TO NOVEMBER 22
With Buddhist chaplain Rev. Doreen Hamilton. International Student Centre. Between 12:15 and 1:30 p.m.

Act of Remembrance.

FRIDAY, NOVEMBER 11
Service; carillon; Hart House Chorus directed by John Tulle; Last Post and Retreat. Soldiers' Tower. 10:35 a.m. UTM

Retirement Dinner for

Dr. Joan Vale.

TUESDAY, NOVEMBER 15
Fundraising dinner at the Granite Club to celebrate Dr. Vale's contributions to endocrinology and Women's College Hospital. Details from Janet McGinnis, 813-4702.

The Resolution of International Private Commercial Disputes.

WEDNESDAY, NOVEMBER 16
Bill Graham, MP for Rosedale; Robert Cosman, Fasken, Campbell, Godfrey; chair: Alan Alexandroff, Program on

Conflict Management & Negotiation; Dispute resolution in Global Markets workshop series. Solarium Room, Faculty of Law, 84 Queen's Park Circle. 12 noon to 1:45 p.m. Information: 978-6498. International Studies, Law and Management



DEADLINES

Please note that information for Events listings must be received in writing at The Bulletin office, 21 King's College Circle, 2nd floor, by the following times:

Issue of November 21, for events taking place Nov. 21 to Dec. 12: Monday, November 7.

Issue of December 12, for events taking place Dec. 12 to Jan. 9: Monday, November 28.

EVENTS NOTICES

The Bulletin is always pleased to receive notice of events. Please remember, however, that we need the announcement two weeks prior to the date of the issue in which it is to appear — please consult the deadlines section at the end of the Events section to be sure. We also need, in the case of speakers, a full first name or two initials, title and department (if the speaker is from U of T) or institution with which the person is affiliated. Don't forget the date, time, location and sponsoring department, faculty or centre.



IMPLEMENTATION OF THE ONTARIO EMPLOYMENT EQUITY ACT AT THE UNIVERSITY OF TORONTO

Ontario's new employment equity legislation came into effect September 1, 1994. The proclamation of Bill 79 as law followed an extended period of public consultation, legislative debate and revision of the draft regulation that supports the law. As a broader public sector organization, the University of Toronto will have 18 months — from September 1, 1994 — to comply with all provisions and requirements of the legislation.

The Employment Equity Act identifies four employment equity "designated groups". These are women, persons of aboriginal ancestry, racial minorities, and persons with disabilities.

Ontario's employment equity legislation establishes the standard that employers must make "reasonable progress" toward achieving the principles of employment equity. These principles, as stated in the law, are:

- members of designated groups have the right to be considered for jobs, hired, retained, treated and promoted at work without having to face discriminatory barriers;
- over time, every employer's workforce, at each level and in each job category, should reflect the representation of designated groups in the community;
- every employer must make sure that its employment policies and practices are free of systemic and deliberate barriers;
- every employer must put in place positive measures to help recruit, employ, retain, promote and treat fairly members of the designated groups;
- every employer must put in place supportive measures to help recruit, employ, retain, promote and treat fairly members of the designated groups and that will benefit the workforce as a whole.

A central provision of the legislation is the emphasis it places on the principle of "joint responsibilities". There is a clear expectation that both employers and bargaining agents will play a role in the various steps and stages of employment equity implementation. In addition, it is also a requirement that employers put into place mechanisms to ensure that unrepresented employees are consulted with in connection with the major steps involved in the achievement of employment equity. The University has already taken a number of actions related to the communication and consultation processes. Overview briefings on the requirements of the legislation have been provided to:

- University of Toronto Faculty Association
- University of Toronto Staff Association
- Principals, Deans, Academic Directors and Chairs
- Senior Management Group
- CUET, CUPE and the Skilled Trades

Current planning calls for an initial meeting of the Employment Equity Co-ordinating Committee in mid-November 1994. The legislation specifies that employer, bargaining agent and other representatives on the committee will play a role in informing the constituencies they represent about the principles of employment equity and the key activities involved in the implementation process. Apart from communication and consultation responsibilities, the legislation requires employers and bargaining agents to play a joint role in the conduct of the workforce survey, the review of the employer's employment policies and practices, and the formulation of the employment equity plan or plans.

The workforce survey is required in order to determine the representation levels in the University's workforce of the four employment equity designated groups. The review of employment policies and practices is required to determine if any of these systems operates in such a way as to pose barriers for the designated groups. Given the size and complexity of the University, it is likely that more than one employment equity plan will be required. These plans are required to set out numerical goals and timetables for improving designated group representation levels. In addition, the plans must identify the steps that will be taken to eliminate barriers that have an adverse impact on designated group members.

The University has been regulated under the Federal Contractors Program for Employment Equity since 1986 and has passed two detailed compliance reviews. Much of the work already done in connection with federal employment equity compliance will be helpful in dealing with Bill 79. However, it should be noted that the Ontario Employment Equity Act is much more prescriptive in its nature than the federal program. Considerable additional work will be required to achieve full compliance.

Future issues of *The Bulletin* will provide information on such key activities as the workforce survey and review of employment policies and practices. Information will also be provided on the employment equity plans when that stage of the process is reached.

The new legislation, though complex in its regulations, should provide a stimulus to achieving the objective of the University's Employment Equity policy, namely "...achieving and maintaining a workforce representative of the pools of qualified individuals available for recruitment by the University".

Adel Sedra
Vice-President and Provost

Michael Finlayson
Vice-President, Administration
and Human Resources

October 24, 1994

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1994 Alexander Lectures

SAMUEL HYNES

Princeton University

The Soldiers' Tale: Narratives of War in the Twentieth Century

Monday, November 7

The Man Who Was There

Tuesday, November 8

One War After Another

Wednesday, November 9

What Happened in Nam

Thursday, November 10

The Voices of Victims

4:30 pm, Room 140, University College,

15 King's College Circle, University of Toronto

Members of the staff, students and the public are cordially invited.

The Alexander Lectures are supported through the generosity of the Alexander Lectures Fund, the University College Alumni Association and bequests from the Jean Stewart Coupe and Helen S. Stewart Estates.



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AN ACT OF REMEMBRANCE at The Soldiers' Tower Hart House Circle

Friday,
November 11th, 1994
at 10:35 a.m.



Carillon

Hart House Chorus
directed by John Tuttle

Last Post and Reveille
will be sounded

- Reception in Hart House following the service
- The Memorial Room will be open to visitors following the service until 3:00 p.m.
- Piper



Arranged by the Soldiers' Tower Committee, University of Toronto Alumni Association

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CLASSIFIED

A classified ad costs \$15 for up to 35 words and \$.50 for each additional word (maximum 70). Your phone number counts as one word, but the components of your address will each be counted as a word. No charge for postal code. A cheque or money order payable to **University of Toronto** must accompany your ad. Ads must be submitted in writing, 10 days before *7th Bulletin* publication date, to **Nancy Bush, Department of Public Affairs, 21 King's College Circle, 2nd Fl., Toronto, Ontario M5S 1A1.** Ads will not be accepted over the phone. To receive a tearsheet and/or receipt please include a stamped self-addressed envelope. For more information please call: 978-2106.

ACCOMMODATION RENTALS AVAILABLE — METRO & AREA —

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Short- or long-term apartment. Annex. One bedroom, fully equipped, immaculate, quiet, smoke- & pet-free, 5 appliances, parking. \$300 per week. Walk to U of T. Available December 15. Phone (416) 967-6474.

Sabbatical rental, house in Toronto: 3 minutes to subway, 15 minutes to University of Toronto, downtown hospitals, etc. Close to schools, shopping. Available for 1 year from July 1995 to July 1996. Three storeys, fully furnished with five appliances, three bedrooms and two studies, one full bathroom and two half-bathrooms, dining-room, living-room. Private yard, parking, \$1,500/month plus utilities. No pets, non-smokers. (416) 463-8988.

3rd floor in private home, St. Clair/Mt. Pleasant Rd. Quiet area. Hall, bedroom, bathroom, walk-in closet. Furnished. Female only. Cat. Shared kitchen. \$350/month. Non-smoker. 489-4956 (machine).

Quaint coach-house, Harbord/Bathurst. Available January 2 — April 30, 1995. 2bdm, 2bathrm, livingrm, study, grand piano, laundry facilities, 10-minute stroll to campus, short walk to subway. Responsible non-smoker. \$1,000/month inclusive. 923-6795.

Yonge and Hwy. 401. Furnished 3-bedroom townhouse with parking. \$1,600/month (negotiable). Available December 1. (416) 487-0256.

Short-term rental. Furnished executive home. Broadview/Danforth. 4 bedrooms, 5 baths, paneled dining-room, fireplace, self-contained basement, cleaning lady. Non-smokers for December and January. \$2,500+ per month. 463-2640.

Dec.-Jan. sublet. Furnished, luxury, large, 1BR + den condo. Spectacular views 24th floor; pool, spa; walk to University, city attractions. Behind Atrium on Bay. Subsidized: \$1,100/month. Dates negotiable. Ideal for visitors, guests. (416) 340-8549.

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MISCELLANY

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Psychologist providing individual, group and couple therapy. Personal and relationship issues. U of T extended health plan covers psychological services. For a consultation call Dr. Heather A. White, 535-9432, 140 Albany Ave. (Bathurst/Bloor).

INDIVIDUAL & COUPLE THERAPY. Extended health benefits provide full coverage for U of T staff. Dr. Gale Biddell, Registered Psychologist, 114 Mainland Street (near Wellesley and Jarvis). 972-6789.

Dr. Rick Lindsay, Registered Psychologist. 13 years' experience general practice for individuals and couples. Also specializing in issues relating to job stress, chronic illness, bereavement, sexual identity and sexual abuse. 2 Carlton Street, Suite 1405, Toronto, Ontario M5B 1J3. (416) 595-0958.

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Spanish Tutoring. Former teacher with Canadian and overseas experience is offering this service to students and faculty members of the U of T. Close to St. George campus. At your convenience. Please call Flor Barillas at 975-3856.

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RESEARCH NOTICES

For further information and application forms for the following agencies, please contact University of Toronto Research Services (UTRS) at 978-2163.

HUMANITIES & SOCIAL SCIENCES RESEARCH COUNCIL

The major collaborative research initiative program provides support for major research initiatives that are unique research endeavours of exceptional quality and scholarly significance at the highest level of research competence. This program replaces the major research grants program. First-stage application is by letter of intent; full application is by invitation. Investigators are reminded that the usual University application procedures and signature requirements apply. Internal deadline for letters of intent is January 10.

TRI-COUNCIL SECRETARIAT

The third deadline for submission of letters of intent for eco-research funding for research grants in environmental studies including development grant requests, as applicable, is December 15. The usual University application and signature requirements apply. Submission of full research proposals is by invitation only.

MEYOTIC & LIFE SCIENCES

AMPHOTROPIC LATERAL SCLEROSIS ASSOCIATION (US)

The association is now receiving abstracts for research grants to be awarded in 1995. This request encompasses both basic and clinical investigations (but not clinical trials of therapy) of sporadic and familial ALS. Support may be requested for multi-year or one-year starter grants. Initial application is by letter of intent. Full application is by invitation. Deadline is December 1.

EPILEPSY CANADA

The goal of the *Epilepsy Canada/Parke-Davis Canada research fellowship* is to develop expertise in clinical or basic epilepsy research and to enhance the quality of care for epilepsy patients in Canada. The fellowship is offered as a training program and is not intended for individuals holding a faculty appointment. Research must be carried out at a

Canadian facility with ongoing clinical and research programs in epilepsy, the emphasis of the project must be on the study of epilepsy itself and not on epilepsy as part of the study of another field. Deadline is December 1.

MEDICAL RESEARCH COUNCIL

Centennial fellowships are offered for full-time health research training to candidates of special academic distinction who wish to broaden their fields of interest and secure training for independent work in clinical investigator or interdisciplinary research. Candidates must be Canadian citizens and permanent residents of Canada and have either a health professional or PhD degree (or equivalent) and at least three years of post-doctoral research experience by the time the award is taken up. Further details are found in the current MRC guidebook. Candidates are nominated by the dean of the appropriate faculty using the MRC 20 application package. Candidates from the Faculty of Medicine are requested to contact the research office of the Faculty of Medicine well ahead of the deadline to obtain instructions/information regarding the faculty documentation required. Deadline is November 15.

In November U of T will be participating with MRC in a pilot study on electronic availability of MRC's forms to the research community. UTRS and the research office of the Faculty of Medicine will be involved in this project. Investigators not occupied with current grant application deadlines and have an MRC operating grant application on disk or the time available to manually enter a "dummy" operating grant application are invited to become volunteers in the pilot study. The study will cover only the first stage, i.e., completion of the form, printing and transmission in the traditional manner. The electronic version of MRC 11 is expected by Nov. 7 with final submission of the "dummy" application by Nov. 30. A simple questionnaire will

be provided to each participant so that the process can be evaluated by MRC and the University. Interested investigators from dentistry, pharmacy and arts and sciences are asked to contact Susan Haggis, UTRS (by fax at 971-2010). Investigators from the Faculty of Medicine should contact Rosalind Waxman at 978-4660, or by fax at 978-5568. Please make contact with the appropriate person before November 11.

ONTARIO MINISTRY OF HEALTH

The ministry has announced that the Nov. 1, 1994 submission deadline has been cancelled for new major projects under the health care Systems research program. The terms of reference for this program are currently under revision. The next submission deadline announcement will provide applicants with at most two months' advance notice.

PHYSICAL SCIENCES & ENGINEERING

CANADIAN FOUNDATION FOR THE INTERNATIONAL SPACE UNIVERSITY
The foundation is a charitable organization promoting Stockholm's International Space University in Canada and offers 10 to 15 scholarships to graduate and recent graduate students in industry from all disciplines. Scholarship winners are selected on the basis of excellence in a national competition and the foundation will pay all scholarship, travel and living expenses for successful applicants. Call Tom Fleming at 978-1870 for application forms. Deadline is December 1.

LITHOPHORE

For 1995-96 approximately \$1,150,000 will be available for geoscience projects that complement the seismic programs and contribute in a significant way to the scientific objectives of the following transects: Trans-Hudson Orogen, Alberta Basement, Eastern Canadian Shield Onshore-Offshore, Slave-

Northern Cordillera Lithospheric Evolution and Western Superior. Deadline at NSERC is December 23.

UPCOMING DEADLINES

NOVEMBER 15

Arthritis Society—clinical fellowships, research fellowships, Ozygoz fellow, Geoff Carr Lupus fellowships—Canadian studies writing award
Heart & Stroke Foundation of Canada—junior personnel awards, research fellowships, medical scientist traineeships, nursing research fellowships, Trillium/HISPO fellowships and traineeships in stroke research
International Union Against Cancer—international oncology nursing fellowships

MRC—centennial fellowships, fellowships, university-industry program industrial fellowships: Canadian Hypertension Society, Easter Seal, Muscular Dystrophy, Arthritis Society, Canadian Lung, Ciba-Geigy, Schizophrenia Society
Ontario Ministry of Health—career scientists (open competition)
Tri-Council Secretariat—eco-research doctoral fellowships

NOVEMBER 18

Canadian Psychiatric Research Foundation—research grants, fellowships
NOVEMBER 20
SSIRC—doctoral fellowships
NOVEMBER 22
NSERC—Canada international fellowships, NATO science fellowships (internal deadline)
NOVEMBER 25
Ontario Mental Health Foundation—scholarships senior research, new faculty research, travelling, research training/post-doctoral

NOVEMBER 30

American Health Assistance Foundation—research grants (glaucoma)
Calgary Institute for the Humanities—senior research fellowship

Shanti Indo-Canadian Institute—women and development faculty fellowships

U of T/Life Sciences Committee—Dales award for medical research (nominations)

DECEMBER 1

Amphotropic Lateral Sclerosis Association (US)—letters of intent
Canadian Diabetes Association—grants-in-aid, scholarships (faculty appointments), fellowships
Canadian Fitness & Lifestyle Research Institute—letter of intent
Canadian Foundation for the International Space University—scholarships

Epilepsy Canada—fellowships
MRC—university-industry program industrial studies (new and renewal), Ciba-Geigy/MRC studentships, Merck-Frost/University of Guelph/MRC fellowships
NSERC—Agriculture Canada/NSERC research partnership support program, Canadian Forest Service/NSERC research partnership program
Physicians' Services Foundation Inc.—research grants

SSHRC—NSERC/SSHRC master's scholarships in science policy
Whitehall Foundation—research grants

DECEMBER 15

Arthritis Society—clinical assistant (renewals), research scholar, multi-centre group grants
Association for Canadian Studies—intercultural/interregional exchange program
Damon Runyon-Walter Winchell Cancer Research Fund—fellowships
Tri-Council Secretariat—eco-research grants

DECEMBER 22

Lithopore—geoscience projects (internal deadline)
DECEMBER 31
Skelco's Tobacco Research Council—research grants

PHD ORALS

Graduate faculty please call the PhD oral examination office at 978-5258 for information regarding time and location for these listings.

THURSDAY, NOVEMBER 10

Simuran Kaur Brar, Department of Biochemistry, "The Purification, Cloning and Characterization of the Cell Adhesion Molecule GP24 in Dictyostelium Discoideum." Prof. C.-H. Siu.

Claude Gratton, Department of Philosophy, "Aspects of the Logic of Infinite Regress Arguments." Prof. R.E. Tully.

FRIDAY, NOVEMBER 11

Terry David Brown, Department of Music, "Songs for the Saints of the Schism: Liturgies for Vincent Ferrer and Catherine of Siena." Prof. A. Hughes.

Ladislav Istvan Kadar, Department of Electrical & Computer Engineering, "Use of Electromagnetic Force to Reduce Clogging in Turbidity Nozzles." Prof. J.D. Lavers.

Jeffrey Brent Nicholas, Department of Philosophy, "The Relationship of Symbols and Bias in the Philosophy of Bernard Lonergan: An Exploration and

Expansion." Prof. J.M. Vertin.

Ping Yu, Department of Electrical & Computer Engineering, "Hierarchical Vector Quantization for Image Coding." Prof. A.N. Venetsanopoulos.

MONDAY, NOVEMBER 14

Iris Joan MacGregor Bannerman, Department of Education, "An Inquiry into the Audition and Selection Process of Actors-in-Training." Prof. J.R. Courtney.

Cesar Fonseca Ferreira Filho, Department of Geology, "The Niquelândia Mafic-Ultramafic Layered Complex North Goias, Brazil: Petrology, Age and Potential for PGE Ore Deposits." Prof. A.J. Naldrett.

Jianhui Li, Department of Chemistry, "Reactivity and Selectivity of the Photochemically Generated 9-Fluorenyl and 9-Substituted-Fluorenyl Cations Studied by Laser Flash Photolysis and Product Analyses." Prof. R.A. McClelland.

Xiaoyong Yu, Department of Electrical & Computer Engineering, "Innovations Based Maximum Likelihood Sequence Estimation for Rayleigh Fading Channels." Prof. S. Pasupathy.

WEDNESDAY, NOVEMBER 16

Steven John Hulshoff, Department of Aerospace Science & Engineering, "Development of an Euler Solution Algorithm for Steady Helicopter-Rotor Flows." Prof. G.W. Johnston.

Peter Mallouh, Department of Education, "The Turf of the Imagination: An Examination of the B-Boys Youth Culture in Metropolitan Toronto." Prof. J. Weiss.

Rosario Vera-Estrella, Department of Botany, "Plant Defense Response to Fungal Pathogens." Prof. E. Blumwald and V.J. Higgins.

FRIDAY, NOVEMBER 18

Thomas Matthias Bredohl, Department of History, "Parishioners, Priests and Politicians: The Centre Party in

the Rhineland, 1890-1914." Prof. J. Retallack.

Omar Mark Daniel, Faculty of Music, "Symphonic Images." Prof. L. Klein.

David Campbell Docherty, Department of Political Science, "Political Careers in Canada: Expectations and Realities of Federal Political Life." Prof. S.B. Bashevkin.

Shikai Hu, Department of East Asian Studies, "The Wise Ruler Disciplines His Officials, Not His People: The Treatment of Official Malfeasance in Early Chinese Law." Prof. R.W.L. Guisio.

Peter McNair Lindsay, Department of Political Science, "Creative Individualism: The Democratic Vision of C.B. MacPherson." Prof. J.H. Carens.

Francesco Naccarato, Department of Aerospace Science & Engineering, "Kinematics of Variable Geometry Trusses (VGTs)." Prof. P.C. Hughes.

Karin Edith Edeltraud Olsen, Centre for Medieval Studies, "Metaphorical Language in the Early Poetry of Northwest Europe." Prof. R.A. Frank.

MONDAY, NOVEMBER 21

Daniel Scott Taylor, Centre for Medieval Studies, "Bernold of Constance, Canonist and Liturgist of the Gregorian Reform: An Analysis of the Sources in the Micrologus de Ecclesiasticis Observationibus." Prof. R.E. Reynolds.

Lionel Trevor Young, Institute of Medical Science, "CNS Signal Transduction in Bipolar Disorder." Prof. J.J. Warsh.

WEDNESDAY, NOVEMBER 23
Sang-Hee Kim, Department of Astronomy, "On the Evolution of the Mass Distribution of Interstellar Grains." Prof. P.G. Martin.

Yingmeng Wang, Faculty of Management, "Scheduling in Flowsheets with Recurrent Flows and Pallet Requirements." Prof. S.P. Sethi.

COMMITTEES

The Bulletin regularly publishes the terms of reference and membership of committees.
The deadline for submissions is Monday, two weeks prior to publication.

SEARCH

CHAIR, DEPARTMENT OF FINE ART
A search committee has been established to recommend a chair of the Department of Fine Art. Members are: Dean M.A. Chandler, Faculty of Arts & Science (chair); Professor John Baird, associate dean, Division I, School of Graduate Studies; Michael Donnelly, associate dean, social sciences, Faculty of Arts & Science; and Kathleen Openshaw, Alina Payne and Douglas Richardson, Department of Fine Art; and David Buller, senior tutor, Department of Fine Art; and Serena Keshayee, graduate student, Department of Fine Art.

The committee would appreciate receiving nominations and comments from interested members of the University community. These should be submitted to Dean M.A. Chandler, Faculty of Arts & Science, room 2020, Sidney Smith Hall.

REVIEW

SCHOLARLY PUBLISHING OF THE UNIVERSITY OF TORONTO PRESS
Provost Adel Sedra has established a committee to review scholarly publishing of the University of Toronto Press. Schedule I of the incorporation agreement sets forth the terms of reference for the review. The committee's task is essentially to determine whether the Objectives & Requirements for Scholarly Publishing by the Company (Schedule K of the agreement) are being fulfilled.

Terms of Reference for the Review of the Scholarly Publishing of the Company (Schedule L)

A committee shall be established by the Vice-President of the University to review the extent to which the scholarly publishing of the Company has met the objectives set out in schedule "K". The composition and membership of the committee shall be determined by the Provost who shall call for nominations from the academic community. In particular, the company's publishing program should be compared in terms of quality to that of other leading university presses. The committee should examine the extent to which the Company has served the needs of scholars at the University of Toronto and at other Canadian universities and should include in its consideration not only the quality of titles published but also whether the Company has fulfilled the expectation that it be the leading Canadian university press in the number of titles published. The committee should recommend on scholarly grounds on whether or not the Company should continue. If so, the future direction of the Company's activities in scholarly publishing should be examined, with recommendations as to how to maintain and enhance the Company as a leading institution.

Objectives & Requirements for Scholarly Publishing by the Company (Schedule K)
The Company shall continue to support scholarly publishing in order to enhance the advancement and dissemination of knowledge and to encourage research and publication. The scholarly publishing program should have as its objective to be unrivalled in Canada and comparable in quality to those in the top international echelon of university presses. The Company in its scholarly publishing should continue to concentrate on books

in specific areas, in this case most notably in the Social Sciences and the Humanities and in Canadian subjects. Other scholarly areas may also from time to time be the focus of the Company's activities, including involvement in major editorial projects and series. The Company shall continue its involvement in the Dictionary of Canadian Biography as provided in the Agreement. The Company shall continue its scholarly review of manuscripts through the process of approval by scholars on the Manuscript Review Committee and through the solicitation of peer evaluations. The Manuscript Review Committee shall consist of no fewer than ten scholars, in appropriate fields, who shall be appointed by the President of the University. The Committee's terms of reference will be to review manuscripts submitted to the Press in order to determine their acceptability or rejection on scholarly grounds, to approve the editors and editorial committees of series of books and of scholarly journals that are published by the Company, and to advise the Company's management from time to time on scholarly matters. The Company's list of authors should continue to include University of Toronto scholars, as well as those of merit in other Canadian universities and abroad. The Company should also maintain a vigorous program of journal publishing and service to other scholarly and small presses. The Company should continue to have a role as an important local, provincial, national and international institution and to continue and if possible exceed the high standard of scholarly publishing which the Press Division has achieved in the past.

Membership

Professor Paul Gooch, vice-provost (chair); Professor Craig Brown, chair, Department of History; Patricia Fleming, Faculty of Information Studies; Roberta Frank, director, Centre for Medieval Studies; and Trevor Levere, director, Institute for the History & Philosophy of Science & Technology; and Carole Moore, chief librarian; Peter Munsche, assistant vice-president, technology transfer; and Alvan Bregman, assistant vice-provost, arts and science (secretary).

Submissions relating to the committee's terms of reference are sought from all members of the scholarly and publishing communities and should be sent

to Alvan Bregman, room 211, Simcoe Hall, before December 15.

PLEASE NOTE

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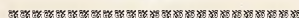
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ADDICTION AND ATTRITION

Computer dependency is not necessarily a bad thing that ought to be cured

BY CHERYL ZIEGLER

LAST SUMMER U of T Computing & Communications offered faculty, staff and graduate students a chance to preview a new Internet course. After a week of instruction in the finer points of "net-surfing," Friday afternoon was set aside to talk about miscellaneous topics including the Internet and education. The question of whether the Internet, Net for short, will come to influence student attrition rates was raised in the course of this discussion.

The questioner was concerned that students may become Net addicts, spending entirely too much time exploring the electronic landscape and not enough time on their academic pursuits. Not a trivial concern, given an average 42 percent degree non-completion rate for students enrolled in Canadian colleges and universities. But is it a valid concern? Is Net addiction fact, fiction or simply perspective?

Before making any assumptions about the effects of Net addiction, I thought it prudent to determine whether or not it actually exists. Webster's dictionary did not offer much help, but I found some interesting opinions in both the popular and academic literature. Replete with ponderings and dark images of "Net junkies" and "computer addicts," articles sporting such titles as *The Dragon Ate My Homework* merily described the impending doom of students who had succumbed to the Net's seductive nature.

In a recent article someone humorously suggested that a new newsgroup, alt.support.net.addiction, should be established for those who are having a hard time logging out.

Perhaps the most famous academic description of the "computer addict" can be found in the pages of *Computer Power and Human Reason* (1976) by Joseph Weizenbaum, a professor of computer science at MIT. He writes that "bright young men of dishevelled appearance, often with sunken glowing eyes, can be seen sitting at computer consoles, their arms tensed and waiting to fire their fingers, already poised to strike, at the buttons and keys on which their attention seems to be riveted as a gambler's on the rolling dice."

Makes for interesting press, doesn't it? Imaginative ramblings, cynical banter, negative opinion. But where are the stats, the empirical support? Where, where, where? It was not until I broadened my search to the more general topic of computer dependency that I found an answer. A researcher by the name of Margaret Shotton at the University of Nottingham undertook the grand task in 1989 of determining whether and why computer dependency occurs and what its effects are. She established that it exists for a small number of users. Surprisingly, however, she found that the effects arising from this dependency were not as grim as one might expect given the earlier literature. In fact results demonstrated that computer dependency proved to be "personally advantageous" to the subjects involved, "adding to their measure of happiness" by increasing their self-esteem and confidence.

An interesting finding, given the almost unanimous opinion that computer dependency was "a bad thing that ought to be cured." Why are we always so pessimistic? What is the basis for this perception? Shotton suggested part of the answer may lie in the history of technology itself, that such worries "were found to differ little from the anxieties which surrounded the introduction of many other technologies over the centuries." The telephone, for example, was once thought to cause electrocution and deafness in its users. Similarly people were once wary of train speeds exceeding 20 mph as it was the common impression that the body would disintegrate at such velocity. We laugh now!

Another part of the answer may be found in our language, in the labels we use. For most of us the metaphor of addiction conjures up dark images of crack-heads and winos, of deadened minds, of Homer Simpson with a remote control. Used to make anyone uncomfortable. Combine such imagery with the anxiety that accompanies new technology and the dark side of



the Net emerges. What would happen if the word addiction was replaced with enthusiasm, ardour or passion?

IT IS DIFFICULT TO SAY WITH CERTAINTY HOW, AND IF, excessive Net use affects attrition.

A successful understanding of the variable nature of attrition appears to have eluded researchers for years. Early researchers adopted a rather narrow perspective, citing financial and personal difficulties and work and/or family concerns as reasons for student departure. Today researchers struggle with the myriad of variables that a broader perspective brings. In fact a significant barrier to understanding attrition lies in "the absence of standard concepts, definitions and record processing techniques," according to Sid Gilbert in his 1991 report *Attrition in Canadian Universities* written for the Commission of Inquiry on Canadian University Education. Even with such difficulties, however, researchers appear to agree on one thing; that the concept of involvement is central to the problem of student retention.



ADDICTION CONJURES UP
DARK IMAGES OF
CRACK-HEADS AND WINOS

Involvement, observes Vincent Tinto, "attrition guru" and a professor of sociology and education at Syracuse University, "is a key determinant for a variety of educational outcomes." Further, "the greater students' involvement or integration in the life of the college, especially its academic life, the greater their

acquisition of knowledge and development of skills. Other things equal, the more students learn, the more likely they are to persist."

In his 1993 book *Leaving College* Tinto talks about using different forms of communication to keep students "linked up to the social and intellectual life of the institution," noting that "a number of institutions manage to survive, indeed sometimes flourish, without a true campus." While Tinto referred to radio, television and mail as examples, the Net, as a unique interactive medium, can also be considered an important tool in supporting involvement in the intellectual and social communities on campus. Becoming involved in the Net community can be a very positive intellectual experience.

The article *Teaching in the Information Age* by Norman Coombs observes "it can empower learners to work in their own ways at varying speeds. Education has long given lip service to meeting the unique needs of individuals and to teaching them how to learn. The advent of the information age coupled with that of the personal computer makes this goal both more significant and more achievable." Coombs continues to talk of the benefits of computer conferencing which provides a framework for students to ask and answer questions, share opinions and argue points.

Shotton drew similar conclusions, writing that "the private but interactive medium of the computer encourages experimentation and has been found

to increase many types of learning where disinterest had previously prevailed." Rather than limiting a student to the known and feasible, the Net offers a chance for exploration, questioning, discovery and invention beyond the traditional academic structure. Similarly the Net involves students on a social level. By its very nature the Net offers companionship, safe harbour from isolation (psychological and/or geographical), and the opportunity to feel as a participant. These are important characteristics given that social isolation is considered by attrition researchers to be "a primary cause of voluntary withdrawal."

In fact frequent contact between student and faculty is a "particularly important element in student persistence," says Tinto. The Net provides a much needed neutral ground; it provides a certain anonymity that appears to reduce inhibition and encourage involvement. "Students recognize that they interact differently via the computer," observes Coombs, "they discuss topics with an openness that was not typical of other classroom experience." Computer conferencing, one student tells Coombs, "helps me put my thoughts together and allows me to express them better without having my tongue twisted."

Similarly Shotton found that network computing provided an anonymous platform where less social types were able to practise their social and communications skills before using them in the "real world." In fact subjects reported an increase in their social experiences, directly attributable to their time spent on the computer.

For better or for worse, will this new technology known as the Internet affect attrition rates? The answer varies according to opinion and perspective. Each new form of technology has its own advantages and disadvantages and any apparent effects are often understood only in hindsight. It is important to remember that the Net is simply a tool; its usefulness to our students is largely a matter of application. There is potential, if used correctly, for the Net to be a very powerful communications device that encourages participation and subsequent learning.

Remembering Tinto's words — "other things equal, the more students learn, the more likely they are to persist" — I submit that the Net is a valuable resource rather than a hindrance to academic pursuits.

Cheryl Ziegler is a staff member of U of T Computing & Communications. She currently works on UTCC's UTOIRmail project and spent the summer teaching the Internet.